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ABSTRACT

Intended as an advanced option for distributive education students in the twelfth grade, this travel and tourism module is designed to cover a minimum of ten weeks or a maximum of twenty weeks. Introductory material includes information on employment demands, administrative considerations, course format, teaching suggestions, expected outcomes, and overview of the course. Major content is presented under two content areas--hotel and lodging; and recreation, tourism, and transportation. The section on hotel and lodging includes nine units, covering such topics as development and growth, careers in lodging, front office procedure, advertising and sales promotion, and hotel law. The section on recreation, tourism, and transportation includes six units, covering such topics as fundamentals of ticketing, tours, and the travel agency. Each of the units includes a unit title, performance objectives and corresponding subject content areas, and a list of suggested activities. A list of hotel terminology, skills needed by a travel counselor, typical occupations in the travel and transportation services, and a bibliography are appended. (SH)

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ED150420

TRAVEL AND TOURISM
MODULE

An Advanced-Level Option
For Distribution and Marketing

For The U.S.O.E. Occupational Clusters of:
04.11 Hotel, Motel, and Lodging Services
04.18 Recreation Marketing
04.19 Transportation and Travel Marketing

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The University of The State of New York
The State Education Department
Bureau of Occupational Education Curriculum Development
Albany, New York 12234
1977

CE 014 874

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FOREWORD

The Distribution and Marketing Syllabus was completed and released in 1974 as a foundation course. During that same year, a State curriculum advisory committee was convened in Albany. The educators and business persons serving on that committee were:

- J. Frank Birdsell, Jr., Chairman of the Board of the American Hotel-Motel Association
- Owen Brandt of the New York City Schools
- Michael Campbell of Northport (L.I.) High School
- Paul L. Courtney, Executive Vice President, National Association of Wholesalers-Distribution
- Edward Frank of West Seneca High School
- William Gearhardt of Ravena-Coeymans-Selkirk High School
- Joseph Horan, Director, Bureau of Travel, New York State Department of Commerce
- Robert Kross of Centereach (L.I.) High School
- Walter B. Lotz, Sr., Vice President for Sales, Tobin Packing Co.
- John Southerland, Vice President, The Woodward Company, Albany
- Ellen Stegman, a travel agent and instructor, formerly with ASTA and now with GIANTS of New York City

The State Education Department was represented by Douglas T. Adamson, then Chief, and John Brophy, William Plimley, and Marian Potter, Associates in the Bureau of Distributive Education, as well as Alvin E. Rubin, Associate, Bureau of Occupational Education Curriculum Development.

Travel and Tourism was one of the three modules recommended by the above committee for development. *Advertising Services* was printed and distributed in 1976, and *Wholesale Distribution* was released in 1977. These modules are part of the series being developed as options for high school students in the second year of Marketing and Distribution or as an advanced course in continuing education. The skills and competencies developed through the use of this guide will be particularly important for those persons wishing to enter and/or improve their positions in such marketing career fields as hotel and lodging, travel and recreation, and the transportation of people.

The content builds on a base of elementary understandings and permits the students to apply their knowledge and refine their skills at each step of the learning process. The methods and materials suggested should enrich the course and help achieve a more effective presentation. The general objectives are stated in terms of activities that a student should be able to do as a result of the instruction. Instructional techniques are suggested as well as student activities which will reinforce the materials presented. Throughout the units, provision is made for evaluating student progress related to specific performance goals.

The instructor is urged to use the outline in relation to the student's development and background. There are numerous provisions for individual and small group instruction that can be improved upon with experience. It is felt that the elements of a successful specialized preparation are contained in the publication.

The Department is particularly indebted to Ellen Stegman and Robert Kross, who were the primary writers of this module. William Plimley wrote the introductory chapter. Alvin Rubin managed this curriculum development project and prepared the module for publication.

The Department is interested in the effectiveness of this module and in the results of its implementation in the classroom. Comments, reactions, and suggestions for improvement will be welcomed by G. Earl Hay, Chief, Bureau of Occupational Education Curriculum Development. Questions and requests for assistance regarding content, instruction, and evaluation should be addressed to Chief, Bureau of Distributive Education.

The Bureau of Occupational Education Curriculum Development

and

The Bureau of Distributive Education

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and The National Railroad Corporation

TRAVEL AND TOURISM

The Empire State continues to be a leader in tourist appeal. The economic and social importance of travel and tourism is evident in each of the State's geographic regions, although the specific attractions or reasons for this importance may vary. The diversity of settings and variety of activities contribute to the appeal of *Travel and Tourism* as a career choice. Occupations within this career field provide persons with varying abilities, aptitudes, and preparation an opportunity to become employed and, as additional experience and training are acquired, to advance to more responsible and rewarding positions.

EMPLOYMENT DEMANDS

Although travel and tourism employ millions of people, there are currently few occupational programs prior to the collegiate level. This module is designed to fill that void. The specific occupational clusters covered in this module include *Hotel, Motel, and Lodging Services (04.11), Recreation Marketing (04.18), and Transportation and Travel Marketing (04.19).*

ADMINISTRATIVE CONSIDERATIONS

This module is intended as an advanced option for distributive education students in the 12th grade and is also open to other occupational education students when the material is related to their preparation for employment. *Distribution and Marketing*, in which the role and importance of travel and tourism are introduced, should be considered a prerequisite for this course.

The student performance objectives of this module can be attained in a minimum of 10 weeks or a maximum of 20 weeks. Utilizing a single period for a partial or total semester, the module may be scheduled for up to one-half unit of credit in a three-unit vocational sequence. Related cooperative work experience should be included as part of the student's program of occupational preparation. Other modules of instruction which complement this module should be selected to complete the semester or year. Curriculum materials are available for additional cluster specialities within this marketing field.

Adult students would be more cognizant of the basic elements contained in this outline, if they have had experience in travel and tourism. Emphasis should be given to introducing competencies which would enable these adults to obtain promotions. In most circumstances, fifteen 2-hour sessions will provide adequate time for adults to accomplish the expected outcomes.

COURSE FORMAT

The 3-column format is designed to assist in the planning and instruction process. A brief explanation of each column is given below.

Performance Objectives state the goals which the learner will be able to achieve as a result of the instruction. Each objective is assumed to be prefaced by the following phrase: "The student will be able to:"

Content Topics designate, in a logical sequence, skills, knowledges, and competencies with which a person preparing for employment in these occupational clusters should have a degree of proficiency.

Suggested Activities give methods to assist the teacher in presenting the required content, with selected references which are cited in the bibliography. Within this column, there are also student learning activities that will help to develop the required skills and knowledges.

TEACHING SUGGESTIONS

The following points are offered as a means of improving instruction:

- Review each unit well in advance of the class and obtain the instructional materials needed for an effective presentation.
- Use a variety of learning experiences in order to challenge the different levels of student abilities.
- Take all opportunities to provide for individual or small group instruction.
- Use instructional aids to clarify the presentations.
- Read trade periodicals and business magazines to keep up to date with new information, developments, and trends.

Instructors in adult education programs may wish to adapt the teaching-learning conditions to their particular group, but the basic format of teaching through student involvement should prevail.

EXPECTED OUTCOMES

The content of the module is intended to prepare individuals for employment in the field of travel and tourism and closely allied areas where these skills and knowledges are used in support of other retail and wholesale occupations.

OVERVIEW OF COURSE

The content has been carefully selected by business persons and educators working in the field of travel and tourism. Because there are several ways to carry out the specific responsibilities, the suggestions given in this outline are to be considered, not as the only way or the final answer, but as a point of departure for developing more imaginative presentations. A brief description of each unit follows.

PART A. 04.11 HOTEL, MOTEL, AND LODGING SERVICES

Unit I is an overview of the field of lodging along with an historical perspective of the industry's growth.

Unit II describes the duties, responsibilities and desired personal characteristics of employees in various lodging industry careers.

Unit III relates the principles of salesmanship to the lodging industry.

Unit IV concentrates on front office procedures and security problems.

Unit V relates the principles of advertising and sales promotion to the lodging industry.

Unit VI relates the principles of marketing research to the lodging industry.

Unit VII describes the use of credit in the hotel and lodging cluster.

Unit VIII discusses hotel law in relation to customer and employee rights.

Unit IX examines the catering department's function and place in hotel and restaurants.

PART B. 04.18 RECREATION MARKETING
04.19 TRANSPORTATION AND TRAVEL MARKETING

Unit I provides an overview of the T.T.T. industry (transportation, travel, and tourism).

Unit II explores many transportation careers and the attributes of the valuable T.T.T. employee.

Unit III describes the fundamentals of ticketing in several modes of transportation.

Unit IV describes some of the primary duties of a travel agent.

Unit V provides both consumer and occupational information about tours.

Unit VI investigates some aspects of travel agency operation.

The rest of this Module consists of the units whose titles were listed above. The sequence in which the units are presented are in the order which was recommended by the State advisory committee. If the local teacher and students prefer another approach, the units may be rearranged in the priority desired.

04.11 HOTEL, MOTEL, AND LODGING SERVICES

I. DEVELOPMENT AND GROWTH

Performance Objectives	Content
The student will be able to:	
. Identify the three significant periods of the lodging industry before the 18th century.	A. Early Inns 1. Ancient Period (500 B.C. to 500 A.D.) a. Greek Symposiam and Inns b. Middle East Caravansaries and Khans c. Roman Inns 2. Medieval Period (500 A.D. to 1500 A.D.) a. Monasteries b. Jerusalem Hospices (1100) c. London Public Cook Houses (1183) 3. Renaissance Period (14th-17th Centuries) a. Tudor England Innkeepers (1485-1603) b. Oxford Coffee House (1650) c. Paris Restaurants (1765)
	B. American Hotels
. Contrast the differences between the services received by lodging guests during the 19th and 20th centuries.	1. Nineteenth Century a. City Hotel (N.Y.C.-1794) b. Boston, Baltimore, and Philadelphia (1806-1829) c. Tremont House (Boston - 1829) . First bellhops . First inside water closets . First hotel clerk . Room keys given to guests d. Palace Hotel-(San Francisco 1875)
. List the important developments in the lodging industry since the beginning of the 20th century.	2. Early 20th Century a. Statler Inn (1904) b. First Motels (1920's) c. Stevens Hotel (Chicago-1927)

I. DEVELOPMENT AND GROWTH

Suggested Activities

A. Assign readings from the library on the early forms of travel, lodging, and transportation.

Collect pictures of ancient inns to compare with today's hotels.

Some students may make a scrapbook covering the different eras of lodging.

Students interested in the lodging industry should be encouraged to start a DECA manual relating to the Services field.

B. Other students may create a bulletin board contrasting the early American hotels with the hotels of today.

Have the class discuss Chapter 1, The Early Inn, of Donald E. Lundberg's book, The Hotel and Restaurant Business.

Divide the class into 5 groups. Each group should give an oral presentation on the lodging during a different era.

Visit a local hotel and have students note the services offered. Discuss which services are new and which date back to the beginning of the century.

DEVELOPMENT AND GROWTH

Performance Objectives	Content
. Describe 3 major influences upon the lodging industry in the 20th Century.	3. Mid-20th Century a. Bankruptcies caused by depression b. Heavy demand for lodging caused by World War II c. Motels and Motor Inns soar (1950's) d. Referral Associations and franchising (1960's) e. Low-rate motels (1970's) f. Improvement in Air Travel (1970's)
. Give the major difference between The American and The European Plans.	C. Origins of Lodging Plans 1. European Plan 2. American Plan 3. Modified American Plan
. Describe 3 differences between hotels and motels.	D. Differences Between Hotels and Motels
. Explain the system of franchising and how it affects the lodging industry.	E. Franchising in The Lodging Industry
. List 5 major hotel/motel chains operating in the United States today.	F. The Major Hotels in America
	G. The Largest Motel Chains in The United States
	H. Diversification 1. Motels/Hotels Owned by Airlines and Railroads 2. Transportation - Lodging - Meals - Packages

Suggested Activities

Have students read about the Great Depression of the 1930's and how many hotels were forced to close as a consequence.

Invite a hotel manager into the classroom to discuss the role of lodging in America today.

Have students obtain rates from various hotels and motels. Compare the type of accommodations offered by each establishment.

C. A local resort manager may explain different lodging plans available.

Selected students may do the research and either write papers or report to the class on "The 10 most famous hotels in America" or "The 10 largest motel chains in the U.S."

A local university's economics professor could be requested to describe how the railroads, airlines, and steamship lines expanded to include hotels and resorts.

A travel agent could describe air/sea/land travel packages.

II. CAREERS IN LODGING

Performance Objectives	Content
The student will be able to:	
. Describe 5 professional or top management positions. . Compare the salaries achieved by a hotel/motel employee with a high school, junior college, or university diploma.	A. Classification of Jobs 1. Professional a. Manager (Hotel or Motel) b. Director Sales c. Personnel Director d. Administrative Cnef e. Food and Beverage Manager f. Front Office Manager g. Convention Manager
. Explain 5 middle management positions in the lodging industry.	2. Middle Management a. Auditor b. Chef c. Catering Manager d. Purchasing Agent e. Desk Clerk f. Hotel Clerk g. Travel Clerk h. Sales Representative
. Select a lodging career and construct a promotion ladder from entry-level to the top position. . Describe 5 entry-level jobs available in hotels and motels.	3. Skilled Workers a. Maid b. Bartender c. Waitress d. Bellman e. Baggage Porter f. Doorman g. Receiving-room Clerk h. Club Boy i. Checkroom Attendant
. List 3 attributes of a successful worker in the hotel/motel industry.	B. General Job Requirements 1. Willingness to Work Hard 2. Desire to Do a Good Job 3. Good Health and Energy 4. Enthusiasm and Gregariousness 5. Neatness and Cleanliness

II. CAREERS IN LODGING

Suggested Activities

A. Obtain booklets, Your Career in the Lodging Industry , from the Educational Institute of the American Hotel & Motel Association and distribute to students.

Invite a panel of professional hotel employees into the classroom to speak about their job responsibilities. Have students tape interviews with a hotel professional employee and play the tape in class.

Students should realize that the smaller the hotel/motel, the more these titles are combined under one person.

Compare the salaries between the professional staff and middle management.

Assign each student a research paper on the duties and responsibilities of one lodging position. Encourage use of the Dictionary of Occupational Titles.

Either visit hotels, motels, and restaurants or invite their managers to come to speak to the class regarding:

- What attributes they look for when hiring skilled workers.
- The specialized training they would like the applicant to have for each skilled job.
- The employment situation locally and in the industry generally.
- Promotional opportunities.

Performance Objectives	Content
	C. Departments Within the Lodging Industry 1. Administration a. Manager b. Managing Director c. General Manager d. Resident Manager e. Director of Sales
. Give 3 duties of each of 3 front office positions in the lodging industry.	2. Front Office a. Positions . Front Office Manager . Assistant Manager . Room Clerk . Reservation Clerk . Information Clerk . Telephone Operator b. General Duties
. Explain 3 duties of each of 5 positions in the service department.	3. Service Department a. Positions . Supervisor . Lobby Porter . Elevator Operator (decreasing) . Bell Captain . Bellman . Doorman b. General Duties

Suggested Activities

C. Have selected students each take the role of one of the front office jobs after interviewing someone who has that job. The rest of the class can keep a tally of the number of different tasks identified by each role player.

Students should be encouraged to write the various trade associations requesting information on employment opportunities in the hospitality industry.

Invite the director of sales into the classroom to explain the services that his hotel offers to its guests.

Some of the primary duties of the front office are:

- Make reservations via telephone or mail.
- Register incoming guests and accept payment or use charge plate.
- Provide keys for guests and ring for bellhop.
- Handle mail and take messages.
- Handle complaints and checkouts.

Construct a career ladder showing the advancement opportunities available to the student wishing to pursue a career in the hotel/motel industry.

Students enrolled in the DECA club should be encouraged to write a Career Manual to be entered in DECNY competition.

Usually the service department greets guests, assists with luggage, escorts guests to room, does errands for guests, and obtains taxis.

Debate the question, How important is the service department to the proper functioning of a hotel?

Obtain a copy of a personality test from a local employment agency. Administer the test to all students and discuss the results with the class.

Discuss the importance of a good personality to the workers in the service department.

CAREERS IN LODGING

Performance Objectives	Content
· Describe a major function for each of 3 different accounting positions	4. Accounting Department a. Positions · Auditor or Accountant · Assistant Auditor · Night Auditor · General Cashier · Restaurant or Office Cashier b. General Duties
· List 5 food food service jobs available in the lodging industry	5. Food Service a. Positions in Large Establishments · Food and Beverage Director · Catering Manager · Maitre d'hotel · Headwaiter · Hostess · Waiter/waitress · Busboy/busgirl · Bartender · Wine Steward b. General Duties · Serving Food and Beverages · Seating Customers · Cleaning Tables
· Name 5 food preparation jobs found in large restaurants	6. Food Preparation a. Positions in Large Restaurants · Executive Chef · First Assistant · Second Cook · Fry Cook · Roast Cook · Garde-Manager · Vegetable Cook · Pastry Chef · Butcher · Pantry Supervisor · Steward

Suggested Activities

C. Obtain accounting forms from a local lodging establishment and prepare a bulletin board centered around these forms.

Invite the bookkeeping/accounting teacher into the classroom to explain the uses of accounting forms.

Discuss the need for knowledge of math and for accuracy in the accounting department.

The personnel in the accounting department have duties such as:

- Bill guests
- Make out payroll
- Pay hotel bills and taxes
- Keep books on income and expenses
- Prepare financial reports

Have students relate their experiences with members of the food service department of local restaurants. Discuss the positive and negative treatment of customers.

Involve students in the work-study program in entry-level positions such as waiter/waitress, or busboy/busgirl.

Contact the National Restaurant Association for booklets and other information pertaining to the various positions in the food service field.

Have students select different food preparation positions and write job descriptions for each.

Relate the positions in hotel food preparation to similar positions in local restaurants and fast-food establishments.

Invite the home economics teacher into the classroom to discuss the importance of proper food preparation in relation to repeat customer business.

Performance Objectives	Content
	b. General duties
. Describe 5 housekeeping or maintenance jobs current in the lodging industry.	7. Housekeeping Department a. Positions . Executive Housekeeper . Inspector . Maid . Linen Room Attendant . Seamstress . Houseman . Carpenter b. General duties . Keep Rooms Neat and Clean . Inspection and Repair of Furniture, Sheets, etc.
. Select a possible career in the lodging industry and describe the educational requirements for that position.	D. Training Opportunities 1. High School a. Specialized Courses b. Work-Study Program c. Entry-Level Jobs Available d. Advancement to Superintendent or Department Head Level 2. Junior College a. 2-Year Hotel Program b. Oriented to Technical or Supervisory Aspects of Job c. Prepares Student for Administrative Jobs 3. University a. Graduates Begin as Assistant Managers b. Larger Chains Offer Executive Training Programs c. Scholarships Available

Suggested Activities

Discuss the reasons why restaurants in different geographical regions offer different selections on their menus.

Food preparation usually consists of:
- . Cooking all food served
- . Selecting food and beverages
- . Inspecting completed meals

Have students read and discuss Chapter 18, "Housekeeping and Maintenance," of Clare A. Gunn and Robert W. McIntosh's book, *Motel Planning and Business Management.*

Discuss the importance to a hotel guest of having a clean room that is in good repair.

Have students make a list of conveniences they would expect to find in a hotel room.

Investigate the availability of local motel/hotel housekeeping jobs and the salaries or wages offered.

D. Investigate the entry-level job opportunities for high school graduates in the lodging industry.

Obtain a copy of the *Educational Opportunities* catalog from the Educational Institute of the American Hotel & Motel Association and discuss the various course offerings available to students in Junior College and University programs.

Have students investigate the positions available to college graduates in the lodging industry.

Obtain a copy of the *Directory of Hotel Restaurant Institutional Schools* from the Council on Hotel, Restaurant, & Institutional Education.

III. SALESMANSHIP

Performance Objectives	Content
The student will be able to:	
· Show how the 5 steps of a sale are used at the front desk of a hotel or motel.	A. Steps of a Sale 1. The Approach 2. Determining the Customer's Needs 3. Demonstration 4. Answering Questions or Objections 5. The Close
· List 5 hotel/motel services that may be featured by a reservations clerk. · Describe 5 customer needs that may be met by a hotel/motel. · Give 3 positive attributes of a hotel/motel employee.	B. Attributes of a Front Desk Person 1. Product Knowledge a. Accommodations Available · Type of Room · Size or Suitability · Location · Furnishings · Rates b. Services Offered · Room Service Meals · Valet and Laundry · Swimming Pool · Sauna Baths · TV and Stereo · Cold Drinks and Ice 2. Understanding Customer Needs a. Common Needs of Customers · Shelter · Food and Drink · Rest and Quiet · Attractive Decor b. Individual Customer Needs · Safety and Security · Comfort and Ease · Warmth in Winter · Coolness in Summer · Extra Linens or Blankets · Entertainment 3. Attitude of The Employee a. Personality · Pleasant · Respectful · Modulated Voice · Proper Use of Language

III. SALESMANSHIP

Suggested Activities

A. Trace the 5 steps of a sale with the students using an everyday purchase such as soda or candy. Explore how a person's mind travels through the steps no matter what is bought. Relate the steps of a sale to the purchase of a hotel room.

B. Discuss the importance of product knowledge to salesmanship. Give one student a list of facts about a hotel room and another student nothing. Have each student "sell" the room to a customer. Discuss the results with the class.

Have students visit several different hotels/motels in the local community. Each student should collect information such as types of rooms, rates, and services offered.

Using brochures and other information, prepare a bulletin board display showing the services offered by hotels/motels.

Compare the services offered by different hotels to the rates charged.

Have students compile a list of customer needs. Discuss how a traveler's needs might differ from a regular resident's needs.

Have students read Chapter 3, "Salesmanship and the Salesman," of Peter Dukas' book, *Hotel Front Office Management and Operation.*

Discuss the question, How can a hotel/motel satisfy the individual needs of a traveling guest?

Invite a professional salesman into the classroom to discuss the importance of a good personality and how it relates to successful selling.

Performance Objectives	Content
	b. Physical Appearance · Well Groomed · Good Posture · Properly Attired c. Desire to Serve · Efficient · Friendly · Satisfying Customer Problems
	C. Additional Services 1. Family Plan 2. Airport Limousine 3. Courtesy Car 4. Swimming Pool 5. Laundry 6. Cocktail Lounge 7. Meeting Room 8. Rollaway Beds 9. Pets Allowed 10. Accommodations for Handicapped 11. Air Conditioning 12. Continental Breakfast 13. Color Television 14. Babysitting 15. Others
· Identify 5 major credit cards that are accepted by a majority of the hotels/motels. · Make a sales demonstration of a room to a guest.	D. Credit Cards Accepted 1. Major Cards a. American Express b. Bank-Americard c. Carte-Blanche d. Diners Card e. Master Charge 2. Oil Travel Cards 3. Individual Hotel Cards 4. Others

Suggested Activities

Tape conversations of different people and let students analyze personality and speech patterns. Encourage suggestions.

Collect pictures of different types of wearing apparel. Have students decide the proper dress for a salesman.

Demonstrate good posture to the class by using several students in exaggerated poses.

Have students read Chapter 6, "The Sales Department," of Gerald W. Lattin's book, *Modern Hotel and Motel Management.*

Diagram different hotel/motel rooms on the chalkboard. Show the correlation between room type and price.

Prepare a slide presentation showing the options a customer has in choosing a hotel room.

C. Obtain brochures from various hotels. Have students make a list of those services offered most often and least often.

The class could conduct a survey to determine what services are important to the average hotel guest. It would be beneficial for the students to construct the questionnaire to be used.

D. Have students telephone different hotels to find out what types of credit cards are most often accepted.

Bring in applications from the major credit card companies and compare the interest rates and other important facts.

Examine an assortment of credit cards. Inform the students of the customer's liability in the event that the card is lost or stolen.

IV. FRONT OFFICE PROCEDURE

Performance Objectives	Content
The student will be able to:	
. Give 3 benefits each that the customer, the employees, and the industry receive through good customer relations.	A. Good Customer Relations 1. Benefits to Industry a. Repeat Business b. Improved Goodwill c. Increased Profits d. Smaller Employee Turnover 2. Benefits to Employee a. Happier Working Conditions b. Improved Communications c. Esprit de Corps 3. Benefits to Customer a. Increased Lodging Enjoyment b. More Rest and Relaxation c. Better Vacation or Trip
. List 10 traits of a good hotel employee.	B. Factors That Influence Good Customer Relations 1. Employee Traits a. Competence b. Speech c. Personality d. Attitude e. Knowledge f. Sincerity g. Loyalty h. Tact i. Courtesy j. Appearance k. Ambition l. Punctuality m. Honesty n. Thoroughness o. Intelligence p. Self-Confidence q. Enthusiasm r. Tolerance

IV. FRONT OFFICE PROCEDURE

Suggested Activities

A. Have students contact local hotels/motels to find out what characteristics are important in obtaining and keeping a job in the lodging area.

Discuss the concept that, "Good customer relations results in higher profits."

Develop a list of what students consider to be good working conditions.

Ask students what they are looking for in a job. What do they have to offer the industry?

B. Invite a guest speaker from a local employment agency into the classroom to speak on employment traits that are necessary when dealing with the public.

Role-play a situation where the salesperson uses a negative attitude. Obtain class reactions, comments, and suggestions as to how salesperson. could improve presentation.

Using the list of employee traits, show an exaggerated example of how each trait is important in maintaining good public relations.

Have students relate their experiences with salespeople in local stores. Were they completely satisfied with the help they received? If not, how could the service be improved?

Conduct a student debate on the statement, "The customer is always right."

Performance Objectives	Content
· Describe 3 obligations the management of a hotel has to their customers.	2. Management Obligations — To Provide For: a. The Ultimate Comfort of The Guests b. Clean and Sanitary Conditions c. The Best Security and Safety Possible d. Proper Training to Employees
· Explain 5 functions of the front office in a hotel.	C. Front-House Operations 1. Functions a. Process Reservations b. Register Guests c. Assign Rooms d. Handle Guest Mail and Messages e. Provide Credit Accommodations f. Furnish Community and Special Information
· Describe the purpose of 3 forms used in the front-house operations of a hotel. · Given a set of hotel forms, fill out 3 forms accurately and completely. · Describe 5 steps in the process through which a guest's folio goes. · Explain why a hotel practices the procedure of "overbooking."	2. Operation a. Arrival of Reservations · Reservations indexed by clerk · Forwarded to general manager's office · Guest history file checked b. Control Sheet · Correspondence sent to reservation clerk · Clerk enters reservation on sheet · Control number assigned · Reservation sheet completed and filed alphabetically · Clerk fills out "yellow sheet" and returns correspondence for filing c. Reservation Chart · Set up for each month · Each reservation blocked on chart d. Overbooking · Hotels expect 5 percent no-shows and 8-10 percent cancellations · More reservations than can be filled are accepted

Suggested Activities

Invite a hotel manager to discuss what management is doing regarding customer relations in the lodging industry.

Have students research new methods and techniques in the hotel business.

C. Start a shadow program with the local hotels where the students would be able to observe the daily operations of the business. Contact the local Chamber of Commerce for more details.

Invite a front-office manager into the classroom to explain the daily functions of his/her position.

Discuss the methods by which a hotel room might be reserved. Inquire from different hotel chains the procedures that they follow in accepting reservations and confirmations.

Simulate a front office situation in class. Have students make reservations, etc.

Obtain a copy of a control sheet from a local lodging establishment and ditto copies for the entire class.

Construct a practice problem for the students to solve in class.

Obtain copies of as many hotel forms as possible and prepare a bulletin board display in the classroom.

Discuss the importance of a reservation chart to the hotel. Explain the procedure of filling out the chart.

Have the students discuss the procedure of overbooking. What happens if everyone shows up? How would they feel if their rooms were not available when they arrived?

Performance Objectives	Content
. Describe the system of "blocking."	e. Blocking · Reserved rooms "blocked in" on room rack 7-10 days before arrivals · Different color cards used to show type of room f. Room Clerk · Receives reservation file for day · Checks night report and front office log · Receives reservation count from night clerk g. Housekeeper's Report · Received by room clerk within first two hours of shift · Information checked against room rack · Discrepancies reported to assistant manager. h. Registration and Room Slips · Guest fills out registration card · Room clerk checks sheet and assigns room · Room clerk records room number and rate on registration card · Room slip filled out in duplicate · Registration card given to supervisor · Accounting folio is made in duplicate · Information cards go to room rack, information rack and telephone rack · Accounting folio sent to cashier · Registration card is filed i. Telephone department · Handles all phone calls · Logs all calls and sends charges to cashier for posting · Responsible for wake-up calls

Suggested Activities

C. Obtain a blocking chart and demonstrate how the system works. Create a simulated problem for class to solve.

Invite a room clerk into the classroom to discuss his/her job responsibilities.

Have students prepare a training outline for the position of room clerk.

Tape an interview with a room clerk pertaining to his/her job responsibilities.

Obtain a copy of a housekeeper's report from a local hotel and discuss the information it contains.

Have students read chapter 21, "Housekeeping," of G. Podd and J. Lesure's book, *Planning and Operating Motels and Motor Hotels*.

Obtain copies of registration slips from different hotels and discuss information contained on each form.

Assign one or more students to visit a local hotel and report on the procedures used by the business from the time a customer registers until the time he leaves the hotel.

Some students may make a scrapbook containing all of the forms used in the front office.

Have students observe a hotel/motel telephone operator in action and report on the variety of duties.

Obtain a copy of a telephone log and explain procedures used.

FRONT OFFICE PROCEDURE

Performance Objectives	Content
. Define the role of the night clerk and how it differs from the room clerk.	j. Guest's Account on Departure . Cashier accepts final payment . Guest folio completed by cashier k. Night Clerk . Handles late arrivals . Completes revenue report . Makes reservation count
. State 5 security problems encountered in a hotel.	3. Security a. Responsible for Protection of Guests and Hotel b. Types of Problems . Doors left unlocked . Confidence men . Obnoxious guests . Fire . Intoxicated guests . Intruders . Accidents c. Procedures Used for Unusual Events a. Fire b. Deaths c. Accidents d. Lost and Found e. Damage to Hotel Property f. Light Baggage and "Not Marked" g. Theft of Hotel Property h. Theft of Guest Property
	4. Uniformed Service a. Deals in Service, Not Products b. Has Maximum Guest Contact c. Responsible for Comfort of Guests
	5. Housekeeping Department a. Responsible for Cleanliness of Hotel b. Handles Lost and Found c. Usually Assists in Baby-sitting d. Reports Items Needing Repair

Suggested Activities

Invite a hotel cashier into the classroom to speak on the duties of the position.

Discuss the importance of the night clerk to the hotel staff.

Invite a security guard into the classroom to discuss the types of problems he has come across on his job.

Ask the students how they would handle the various problems if they were members of the hotel security staff.

Outline the functions of the uniformed service department. Discuss how their actions leave a permanent impression in the guest's mind.

Prepare a slide presentation of scenes from various hotels. Solicit suggestions from the class for improvement of appearance, decor, service, etc.

D. Check with travel agencies to see what type of accommodations they offer to guests. How do these reservations differ from direct reservations with hotels/motels?

Inquire from hotel managers what type of guest history they do and what consequences this history has on the guest.

Students should be given time to find out what the individual procedures are in their community regarding the unusual events listed.

Have students make a study as to how much vandalism and theft occurs at local hotels. What type of protection does the hotel have against such occurrences? Is the price of a room affected by such events?

FRONT OFFICE PROCEDURE

Performance Objectives	Content
. Differentiate between 3 types of reservations that are handled by a hotel.	D. Reservation and Registration Procedure 1. Types of Reservations a. Regular Reservation b. Hold Late c. Special Attention d. Conventions e. Travel Agency f. Reservations Regretted 2. Procedures a. Overbooking b. Advance Deposits c. Registration Records d. Guest History e. Guest Mail

Suggested Activities

D. A few members of the class may be interested in debating the pros and cons of the practice of overbooking. The interests of the guests and of the hotel management may or may not be in conflict.

Learning front desk procedures.

V. ADVERTISING AND SALES PROMOTION

Performance Objectives	Content
The student will be able to:	
	A. Advertising Defined
· Define the role of advertising as it applies to the lodging industry	1. What is Advertising
· Describe the difference between advertising and publicity.	2. Advertising versus Publicity
	3. Importance of Advertising
· Prepare a report on the importance of a sales promotion campaign as a means of attracting more customers.	B. Planning the Sales Promotion Campaign
· Explain why market analysis is needed before a promotional campaign is undertaken.	1. Market Analysis a. Types of Guests b. Where Guests Come From c. Size of Business d. Business Potential e. Resident vs. Transient Guests
	2. Planning a Coordinated Campaign a. Audio and Visual Media Should Complement Each Other b. Planning Increases Effectiveness of Program
· Show 2 ways the advertising agency can assist the lodging industry.	3. Advertising Agencies a. Purposes · Do quality work · Increase business · Increase profits
· Describe 3 different methods of costing an advertising agency contract.	b. Costs · Flat fee for special services · Fee plus commission . Cost-plus fee

V. ADVERTISING AND SALES PROMOTION

Suggested Activities

A. Assign students a research report in the library to be entitled "The Importance of Advertising."

Have students bring into class any printed advertising pertaining to the lodging industry.

B. Discuss the role of market analysis in the hotel/motel field.

Have students bring in examples of coordinated campaigns from any marketing field.

Invite a guest speaker from an advertising agency to speak on the advantages of using an ad agency in creating a sales promotion campaign. Also, describe how the cost is determined.

Have students read Chapter 20, "Advertising and Sales Promotion," of Clare A. Gunn and Robert W. McIntosh's book, *Motel Planning and Business Management*.

Performance Objectives	Content
· Construct a budget for a campaign promoting a hotel or motel in the community.	4. Advertising Budget a. Funds Available b. Anticipated Increase in Profit c. Size and Age of Business
· Give 3 functions of outdoor advertising in the lodging industry.	C. Advertising Media 1. Outdoor Advertising a. Most Important Method for Hotels b. Placed Along Main Highways c. Usually Created by Advertising Companies d. Sells Hotel Message · Identifies name · Gives directions · Creates an impression · Sells entertainment · Sells convention Facilities
· Given a list of advertising media, select the 3 most important for the lodging industry and explain why.	2. Newspaper Advertising a. Special Travel Sections b. Gives Advice to Potential Customers 3. Magazine Advertising a. Specialty magazines · Fishing · New brides · Hunting · Travel · Camping · Other b. High Costs 4. Tourist Association Guide Books 5. Printed Literature a. Post Cards b. Folders and Brochures c. Stationery 6. Direct Mail a. Highly Successful for Resort Hotels b. Should Use Mailing Lists c. Use More Than One Mailing d. Send Quality Literature

Suggested Activities

Find out from local hotel/motel managers how much money they spend on advertising.

C. Make a slide presentation on outdoor advertising and its relation to the lodging industry.

Have students create simulated billboards for the promotion of a local hotel.

Check into the legality of outdoor advertising in your community. What specific laws govern the use of this type of media?

Students should make inquiries into the cost of creating and displaying outdoor advertising in their community.

Have students bring in examples of hotel/motel newspaper advertising.

Create a bulletin board display on the various types of magazines advertising related to the lodging field.

Have students investigate the cost of advertising in the various magazines.

Each student may prepare a magazine advertisement for a hotel or motel.

Obtain copies of tourist guide books and discuss their importance to the industry.

Distribute copies of post cards, brochures, and other printed material, and discuss impact of each on potential customers.

Have each student prepare a letter advertising a specific hotel, including information about activities, benefits, rates, etc. Compare letters as to readability and selling power.

Performance Objectives	Content
	7. Radio a. Important for Transient Business b. Spot Annoucements on Car Radio c. Longer Announcements on More Powerful Stations d. Morning Announcements Attract Women's Attention 8. Television a. Costly b. Useful for Large Chains
. Give 3 functions for each of the referral and endorsing associations.	D. Associations 1. Referral Organizations a. Purposes . To increase sales . To refer excess business to other hotels b. Characteristics of Members . Displays identifying sign . Meets all requirements as stated . Listed in directories published by association 2. Endorsing Associations a. Approves and Inspects Certain Hotels b. Provides Sign for Display by Hotel c. Publishes Guides for Travelers d. Certifies that Hotel Meets Certain Standards 3. Chambers of Commerce a. Provide Tourist Promotion and Travel Information b. Business Must be Member of Group
. Name 3 trade associations and give 3 purposes for them in the lodging field.	4. Trade Associations a. Purposes . To help pass favorable legislation . To assist in educating members . To advertise and promote a geographical area

Suggested Activities

Have students create a 3-second and a 60-second radio commercial for a local hotel.

Some students may be able to tape record radio commercials related to the lodging industry.

Invite a local radio station manager into the classroom to speak on the effectiveness of radio commercials.

Videotape a commercial for a local television station.

D. Have students contact various hotels to find out if they belong to a referral organization, and if so, what benefits they receive.

Discuss the positive and negative aspects of belonging to a referral organization.

Obtain literature from endorsing associations. Discuss why (or why not) certain organizations endorse these hotels.

Find out how a hotel qualifies to be listed by an endorsing association.

Contact the local Chamber of Commerce and obtain any literature it provides for the tourist trade.

Invite a speaker from the Chamber of Commerce to explain the role of the Chamber in the community.

Write to hotel/motel trade associations to obtain the literature that they make available to the general public free of charge.

Have students inquire about the role of the trade association in the lodging industry. Investigate such questions as: How are they financed?, Who controls their activities?, What powers do they really have?

Performance Objectives	Content
	b. Specific Associations · American Hotel and Motel Association · American Motor Hotel Assoc. · National Restaurant Assoc. · Hotel Sales Management Association
. Prepare a sales display kit of 5 items for the use of a convention	E. Convention Campaigns 1. Preparation of a Sales Display Kit a. Diagrams of Meeting Rooms b. Pictures of Facilities c. Recreational Programs d. Menus and Dining Facilities e. Sleeping Accommodations 2. Brochures 3. Complimentary Meals and Lodging Offered to Prospect 4. Followup Activities
· Describe 5 hotel/motel attractions that can be advertised effectively.	F. Major Areas of Hotel Advertising 1. Accommodations Available 2. Deluxe Service 3. The Family Dinner 4. Dining and Dancing 5. Good Eating and Fine Food 6. The Cocktail Hour 7. Buffets and Special Dinners 8. Entertainment Scheduled 9. Holiday Parties 10. Special Occasions a. Weddings b. Father's Day c. Valentine's Day d. Others 11. How to Make Reservations

Suggested Activities

E. Obtain sales display kits from different hotels and compare what each has to offer its customers.

Have a representative do a sales demonstration for the class, explaining all of the facilities and services that his/her company has to offer.

Break students into groups. Have each group work on a different part of a sales display kit.

F. Have students read Chapter 28, "Increasing Advertising Effectiveness," of Herbert K. Witzby's book, *Modern Hotel-Motel Management Methods*.

Discuss the most important aspects of a hotel that should be advertised.

Assign students to read the entertainment sections of local newspapers for one week. Each student should cut out any advertisement related to the hotel field and bring it into class for part of a bulletin board display.

VI. MARKETING RESEARCH

Performance Objectives	Content
The student will be able to:	
· Define the term, "Marketing Research."	A. Research Techniques
· Describe 3 of the research techniques used by the lodging industry.	1. Individual Personal Interviews 2. Letters Requesting Replies 3. Questionnaires
· Construct a questionnaire which could be used by a hotel seeking information from former guests.	4. Combination Interview and Questionnaire 5. Sampling of the Population 6. Association Testing
· Explain 3 ways findings of research have improved the product and services offered by hotels or motels.	B. Uses of Research Findings 1. Development of New Operating Methods 2. Elimination of Seldom-Used Techniques 3. Location of New Hotels and Motels 4. Improved Training Techniques 5. Development of More Personal Services
· Name 5 groups that would be likely subjects for a survey by the lodging industry.	C. Who Is Surveyed 1. Guests 2. Employees 3. Suppliers 4. Government 5. Community Leaders 6. Trade Associations 7. Competitors

VI. MARKETING RESEARCH

Suggested Activities

A. Discuss with students the function that marketing research has in improving services to the customer.

Obtain copies of questionnaires that have been distributed locally and have the students determine what is being sought from the respondent.

B. Invite a local hotel manager into the classroom to speak on the importance of marketing research to the hotel industry.

Discuss how the sites for new hotels and motels are selected. Consider demography, traffic flow, etc.

C. Find out if any members of the class were ever subjects of a survey. Let the students relate their experiences with these surveys.

Have students read Chapter 26 , "More Business Through Research," of Herbert K. Witzby's book, *Modern Hotel-Motel Management Methods.*

Performance Objectives	Content
· Indicate 5 types of information the industry might want to obtain through research.	D. Information Sought by Researchers 1. Extent of Services Used 2. Merchandising Policies 3. Treatment of Guests 4. Effects of Lowering or Increasing Prices 5. What Competition is Doing 6. Changes in Consumer Habits and Interests 7. Why Business is Declining 8. Location of New Hotel/Motel Sites
· Write a paper describing 3 benefits of marketing research to the hotel/motel business.	E. Importance of Marketing Research 1. Customer Satisfaction 2. Efficiency of Operation 3. Elimination of Non-essential Costs 4. Increased Profits

Suggested Activities

D. Prepare a survey questionnaire in class on the subject of "Improving Hotel and Motel Services."

Let students conduct a telephone survey of local residents that have stayed in a hotel during the last year.

Conduct a survey of hotel managers concerning the effects of inflation on the hotel/motel business.

E. Have students conduct a simulated research-interviewer training session. Correct all problems before students go out into the community to conduct their actual interviews.

VII. CREDIT IN THE LODGING INDUSTRY

Performance Objectives	Content
The student will be able to:	
· Fill out a personal check properly · Differentiate between a good check and a worthless check. · Explain 5 rules that a hotel employee should follow before accepting a check from a customer.	A. Rules Pertaining to Personal Checks 1. Use of a Check List 2. Second-Party Checks Unacceptable 3. Foreign Bank Checks Unacceptable 4. Clearing of Out-of-Town Checks 5. No Cash Advances 6. Immediate Restrictive Endorsements 7. Post-Dated Checks 8. Alterations on Check 9. Credit Limitations
· Identify 3 types of credit cards accepted by most hotels.	B. Types of Credit Cards 1. Travel and Entertainment Cards a. American Express b. Carte Blanche c. Diner's Club 2. Private Label Cards a. Oil Companies b. Airlines c. Hotels d. Car Rental Agencies e. Other 3. Revolving Credit Cards a. Bank Americard b. Master Charge c. Other

VII. CREDIT IN THE LODGING INDUSTRY

Suggested Activities

A. Provide students with copies of blank checks and have students properly fill out both check and checkstub.

Pass around copies of checks that contain errors. Have students locate all errors on these checks.

Show how easily a check can be altered by a professional; and instruct students on what to look for on a check.

Obtain booklets from the Federal Reserve Bank on proper procedures regarding checks.

B. Show examples of different types of credit cards. Some students may have their own. Compare the statements of liability on the back of the cards.

Obtain credit card application blanks and have students practice filling out the applications properly.

Discuss the disadvantages of owning a credit card.

Explain the various methods of owning a credit card.

Explain the various methods of paying a credit card account balance.

Obtain a copy of a "bad" card list and show students how to locate a card that is negotiable. Explain the importance of checking this list as well as the financial bonus for finding a bad card.

CREDIT IN THE LODGING INDUSTRY

Performance Objectives	Content
· Give 4 steps in checking a credit card before accepting it in payment of a customer's bill.	C. Accepting Credit Cards 1. Check Expiration Date 2. Check for Alterations 3. Compare Customer's Signature 4. Check Card Number Against Bad Card List
. Properly complete a charge form.	D. Filling Out A Charge Form 1. Imprint Customer's Name and Number on Form With Charge Card Machine 2. Enter Date on Form 3. Enter Amount of Charge on Form a. If total exceeds limit, get proper authorization b. If total is less than limit, proceed to step #4. 4. Enter Number of Account Folio on Form 5. Request Customer to Sign Form 6. Compare Signature on Form With Charge Card 7. Give Customer Top Copy of Charge Form 8. Clip 2nd and 3rd Copy to Front Office Account Folio
. Give 2 advantages and 2 disadvantages of using credit in the lodging industry.	E. Effect of Use of Credit 1. Advantages to the Lodging Industry 2. Disadvantages to the Lodging Industry

Suggested Activities

C. Using an overhead transparency, indicate the various information that an employee should look for before accepting a credit card for payment of a bill.

D. If possible, borrow a credit card imprinting machine and allow students to practice the proper procedures in filling out a charge form.

Show examples of improperly filled out credit forms and indicate how the business may lose money on these inaccurate forms.

Contact a local hotel manager and find out what percentage of his/her business is conducted on a credit basis.

Review procedures for handling a bad credit card.

VIII. HOTEL LAW

Performance Objectives	Content
The student will be able to:	
· Briefly describe 5 laws which protect the hotel/motel business.	A. Laws to Protect Rights of Hotel 1. Proprietors' or Managers' Authority to Regulate
· Describe how a hotel can collect damages from a guest that departs without paying the bill.	2. Liability for Property of Guests and Tenants 3. Right to Eject Undesirable Guests 4. Obtaining Lodging With Intent to Defraud 5. Liens for Lodging Bills 6. Worthless Check Law 7. Breaking and Entering 8. Fire Negligence
· Give 5 ways the law protects the hotel/motel guest.	B. Laws to Protect Guests 1. Security of Guest's Person and Property
· Explain how the guest may protect his/her valuables while staying at a hotel.	2. Safe to be Kept by Hotel With Limited Liablility for Guests' Valuables. 3. False Representation Concerning Hotels 4. Room Rates Must be Conspicuously Posted 5. Employees to be Free From Communicable Disease 6. Civil Rights 7. Sanitation and Health Regulations

VIII. HOTEL LAW

Suggested Activities

A. There should be a consumer advocate or representative of the Attorney General's Office in the community to describe lodging laws.

Invite a hotel manager into the classroom to speak on the effect of hotel laws upon his business.

Local police chief or sheriff may be willing to describe the penalties for violation of hotel laws and regulations.

Have students read and discuss Chapter 16, "Taxes and Laws," of Clare A. Gunn and Robert W. McIntosh's book, *Motel Planning and Business Management*.

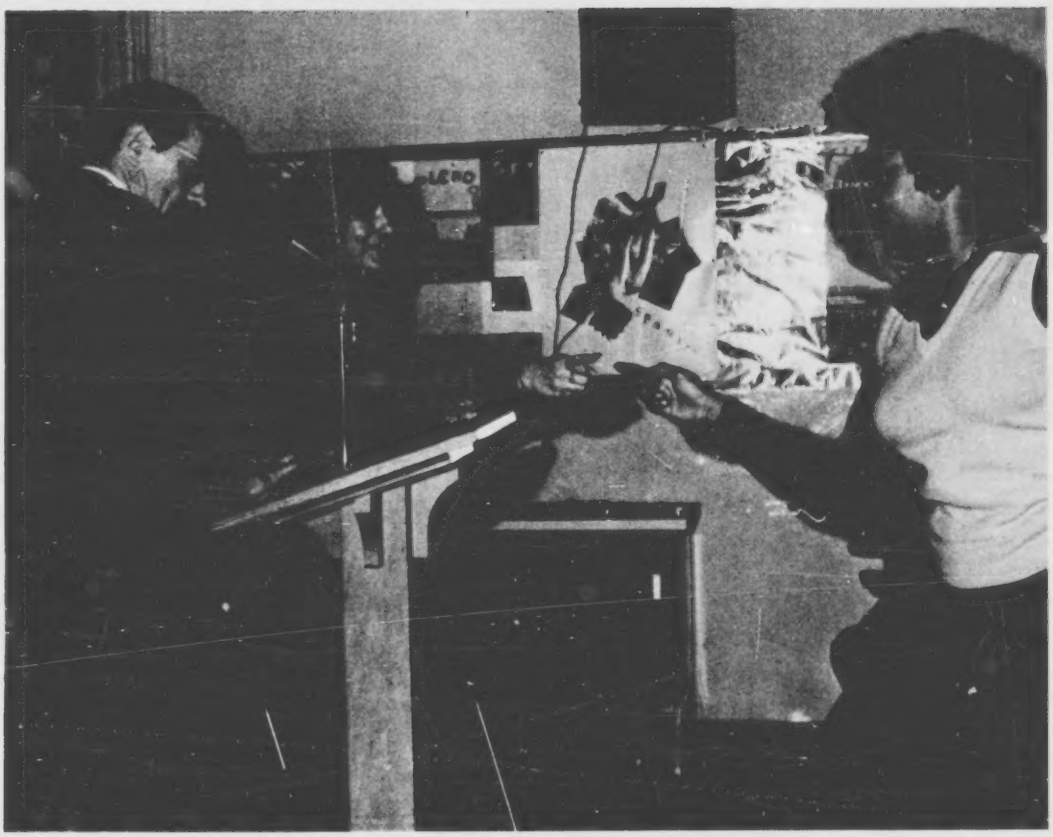
B. Start a debate on the topic, "What is the hotel's responsibility to its guests."

Obtain a copy of the hotel rules and regulations posted in every hotel and discuss the rights of the guest while he/she is in the hotel.

Performance Objectives	Content
• Name 3 laws that protect the hotel employee from unfair labor practices by the employer.	C. Laws to Protect Employees 1. Labor Laws 2. Workmen's Compensation 3. Fair Employment Practices Act 4. Union Rules and Regulations

Suggested Activities

C. Contact the local Department of Labor and obtain the necessary information regarding labor laws in the hotel/motel industry.



Distributive Education Clubs of New York award ceremony at State Conference.

IX. THE CATERING DEPARTMENT

Performance Objectives	Content
The student will be able to:	
• Name 5 entry-level jobs and give 2 duties of each in the catering departments	A. Organization 1. General Manager
• Give 5 titles of advanced career positions in the catering department and describe 2 responsibilities of each position	2. Catering Manager 3. Department Heads a. Banquet Manager b. Purchaser-receiver c. Wine Steward d. Executive Chef e. Head Bartender f. Chief Steward g. Host h. Headwaiter i. Food and Beverage Controller
• Construct an organizational chart showing the line and staff relationship of each position within the catering department.	4. Staff a. Assistant Chef b. Cook c. Baker d. Bartender e. Porter f. Dishwasher g. Waitress/waiter h. Busboy/busgirl i. Others
• Describe 3 food functions of the catering department.	B. Food Function 1. Purchasing and Receiving

IX. THE CATERING DEPARTMENT

Suggested Activities

A. Have students construct a career ladder or organization chart for the members of the catering department.

Invite a food broker or wholesaler to explain how his/her firm bids on contracts to supply food to hotels, motels, and restaurants.

Have students make a bulletin board display depicting the various jobs and duties of the members of the catering department.

Discuss the importance of the catering department in attracting people to the hotel.

Have students visit the catering department of a local hotel and report on the activities performed by each member of the staff.

Discuss the entry-level job opportunities for high school students in the catering department.

B. Create a slide presentation on the functions and responsibilities of the catering department.

Some of the purchasing and receiving functions are:

- Produce, dairy, and meat purchased daily
- Developing specifications for purchasing food in large quantities
- Steward's market quotation list completed
- Purchase specification forms sent to suppliers
- Staple items purchased 2-3 times a month
- Food checked against specification form when received

Obtain copies of the steward's quotation list and discuss his role as a member of the catering department.

Develop a list, through items suggested by the class, of the staple foods purchased by the average hotel/motel.

Performance Objectives	Content
	2. Storage and Issuance
	3. Preparation
	4. Selling and Service
· Explain 3 beverage functions in the catering department	C. Beverage Function
	1. Purchasing and Receiving
	2. Storage and Issuance

Suggested Activities

Assign students to obtain information on procedures used by the local restaurants and hotels in storing and issuing food supplies, such as:
- . Under supervision of the head of storeroom
- . Requisition must be signed by executive chef
- . Inventory taken at end of month

Observe a large restaurant's kitchen before or during a noon or evening meal. Have students list the various jobs being performed by each kitchen employee. Examples:
- . Kitchen is divided into groups.
- . Each group is subdivided into branches.
- . Each section of kitchen has separate function.
- . Executive chef is responsible for preparation of all food.
- . Chief steward is responsible for complete kitchen operation.

Have a debate on the topic, "Teamwork within the catering department." What would happen if each sector did things independently?

Invite a banquet manager into the classroom to give a sales presentation on the catering facilities of his/her establishment.

Obtain a copy of a banquet agreement. Discuss the rights of the customer as well as the rights of the hotel as far as honoring this agreement.

Some of the selling and service functions are:
- . Sales division is headed by banquet manager.
- . Sales representatives do actual selling.
- . Banquet agreement is signed by customer.
- . Booking order is filled out by sales representative.
- . Service division hires waters and orders food.

C. Have students read and discuss Chapter 4, "The Catering Department," of Gerald W. Lattin's book, *Modern Hotel and Motel Management*.

Investigate the regulations under which the liquor industry operates in New York State.

Interview a wine steward or head bartender and find out what his/her responsibilities are. Examples:
- . Wine steward and head bartender are responsible for department.
- . Liquor industry is highly regulated.
- . Requisitions are checked by wine steward when beverages are received.

Have students relate their experiences in restaurants. What controls were enforced by members of the restaurant staff? Examples:
- . Wine and liquor are stored in wine room.
- . Head bartender must sign requisition to get beverages.
- . Empty bottles are sent to wine cellar to be replaced.

THE CATERING DEPARTMENT

Performance Objectives	Content
	3. Preparation
	4. Selling and Service
· Describe 3 functions of forecasting and how it helps determine the profit or loss of the department.	D. Food and Beverage Control 1. Food Controller
· Detail 3 duties of the food and beverage controller.	
	2. Forecasting
	3. Food Testing
· Give 2 ways the catering manager may affect the success of the hotel or motel.	E. Coordination with Other Departments

Suggested Activities

Compare the prices of mixed drinks served in a restaurant to the cost of mixing drinks at home. How much profit is realized by the restaurant?

Determine the minimum age requirements to work as a waiter or waitress where alcoholic beverages are served.

Some preparation duties are:
- . Head bartender is responsible for recording beverage cost
- . Inventory is taken every 10 days

Beverages are sold by host or hostess, waiter, and bartender. Personnel are trained to suggest beverages to customers.

D. Tape an interview with a food controller to determine what his/her duties are. Examples:
- . Supplies information to other department heads
- . Keeps records, gathers information, and makes suggestions

Obtain copies of the records used by the food controller and analyze the impact of these records on the operation of the business.

Determine through interviews how the food controller forecasts the number of people that will eat meals in the restaurant.

Discuss what happens if the forecast is not accurate.

Conduct food testing experiments in class, using the facilities of the home economics department.

Food controller checks portion sizes and yields. Best merchandise at best price is achieved by use of a yield chart.

E. Interview the catering manager to determine what his/her responsibilities are to the rest of the hotel. Examples:
- . Responsible for obtaining desired profit.
- . Menu changes may help or hurt business.
- . The manager must be present at all hotel staff meetings.

Discuss what might happen to the hotel's business if the restaurant sector did not fulfill its responsibilities.

04.19 TRANSPORTATION AND TRAVEL MARKETING

I. TRANSPORTATION, TRAVEL, AND TOURISM

Performance Objectives	Content
The student will be able to:	
. Write 5 complete sentences, each of which will describe a benefit derived from the T.T.T. Industry.	A. The T.T.T. Industry 1. Importance To The World a. Economic Effect b. Balance of Trade c. International Cooperation 2. Importance to Trading Countries a. Effect of International Trade • Upon shipping - By air - By rail - By sea - By truck • Upon Tourism - Major industry in some countries - Cultural exchange b. Effect Upon National Industries • Stimulates production • Causes modernization 3. Importance to Travelers a. Better Use of Leisure b. Gain Knowledge of • Other people • Other customs • Other lands
. Give 3 factors to consider in selecting a passenger service.	B. Transportation of People 1. Different Modes of Travel 2. Comparison of Travel Methods a. Relative Costs b. Comparative Speeds c. Convenience • Proximately of terminal • Travel accommodations • Frequency of service

I. TRANSPORTATION, TRAVEL, AND TOURISM

Suggested Activities

A. Members of Chambers of Commerce, A.A.A., and A.S.T.A., local entertainment and travel editors are among those who would be willing to lead a class discussion on the importance of T.T.T.

As an introduction to the scope of this multifaceted business, have each student select one kind of transportation. Then visit a terminal, station, or depot to observe customer services and sales methods. Each student can give a written or oral report to the rest of the class.

The school library, daily newspapers, magazines, and television provide many interesting stories, articles, and programs about the effects of the T.T.T. industry.

B. Several students could do the research necessary to conduct a panel discussion in which each attempts to convince the class of the superiority of one method of travel, such as automobile, bus, train, ship or airplane.

Performance Objectives	Content
. Describe 3 factors to consider when determining how to ship goods.	C. Transportation of Goods 1. Different Shipping Methods 2. Factors To Consider in Shipping Goods a. Weight and Size of Shipment b. Need For Special Handling • Perishability • Fragility • Value • Speed c. Available Facilities • Warehouses - Bulk - Liquid - Refrigeration - Volatile materials • Equipment - Tankers - Computers - Refrigeration - Piggybacks - Telephones
. Using a matching test or other objective evaluation technique, identify 10 terms used in transportation.	D. Terms Used in Transportation 1. Abbreviations 2. Acronyms 3. In-house Terms

Suggested Activities

C. Invite dispatchers who work for local common carriers to describe their interesting jobs to the class.

This topic should be presented in order to differentiate these functions from the transportation of people.

Truck, rail, and air terminals are strategically located near population centers. In addition, some communities are near sea or lake ports. Visits to one or more of these distribution centers would be fascinating to the class.

D. The travel industry is replete with codes and terms for rapid communication.

Each pupil should develop a vocabulary list of new terms and titles with their descriptions. These should be written when they arise in the study of transportation. The lists should be periodically checked by the teacher for accuracy and completeness.

II. CAREERS IN TRANSPORTATION

Performance Objectives	Content
The student will be able to:	
. Describe 5 careers in air transportation, using complete sentences.	A. Available Jobs 1. Air a. Airplane Crew . Pilot . Navigator . Engineer . Steward . Stewardess b. Ground Crew . TIcket agent . Travel agent . Reservation agent . Sales representatives . Cargo agents . Cargo handlers . Secretaries . Clerks . Supervisors . Safety inspectors . Mechanics . Airport maintenance . Security personnel
. Define 5 railroad jobs, differentiating between those that require little education or training and those career positions that require extensive preparation.	2. Rail a. On The Train . Engineer . Fireman . Conductor . Porter . Dining car staff b. Other Railroad Employees . Station master . Ticket agent . Sales representative . Freight handler . Dispatcher . Computer operator . Clerk

II. CAREERS IN TRANSPORTATION

Suggested Activities

A. Most of your students have learned about the obvious function of many transportation jobs through personal experience or under career education in elementary school. They already know much about the duties of the airplane pilot, the stewardess, the railroad engineer, the bus driver, the delivery man, and the ship captain.

However there are many persons who hold very interesting jobs behind the scenes in the T.T.T. industries. The teacher and the students will have several relatives, friends, or business contacts who would be willing to describe their careers to the class or who would welcome the group for a tour of their facilities.

Each of the transportation concerns covered by these content topics has sales representatives and attractive brochures which they use to promote business. Those sales representatives and brochures may be available to the class.

Amtrak has an office which will supply information on railroad services and careers. Write to: L. Fletcher Prouty, Priority Director of Internal Communications and Special Projects, National Railroad Passenger Corp., 955 L'Enfant Plaza, North, S.W., Washington, D.C. 20024.

CAREERS IN TRANSPORTATION

Performance Objectives	Content
. Describe 5 jobs in bus transportation that are supportive of the driver.	3. Buses a. The Driver b. Support Personnel . Dispatcher . Ticket agent . Baggage handler . Inspector . Clerk . Maintenance man . Mechanic . Bookkeeper . Station manager
. Write a short report on a possible career as a trucker or a tractor trailer operator, either as an employee or as a private contractor. . List 5 other jobs available in the trucking industry	4. Trucking a. The Driver . Local delivery - Express - Freight . Tractor trailer operator - Independent contractor - Employee b. Support Personnel . Dispatcher . Freight handler . Warehouseman . Lift operator . Crane operator . Bookkeeper . Rate clerk . Salesman . Mechanic . Inspector . Manager
. Describe 5 jobs usually found in a large cruise ship. . Define 5 shore jobs required in the shipping industry.	5. Shipping a. On The Ship . The captain . The operating crew . The galley staff . The dining room staff . The social staff . The housekeeping staff b. On The Shore . Reservations clerk . Tour agent . Freight agent . Clerk

Suggested Activities

A. Certain students may wish to investigate careers as bus drivers or long-distance truck drivers and report to the class on their findings.

Maritime careers are varied and attractive to many students. Contacts may be made with steamship lines and travel agents to obtain more information about the requirements for and the benefits of such careers.

Performance Objectives	Content
	6. Automobile and Truck Rental Agencies 7. Travel Agencies
. Select an existing position in a possible career field and write a report covering 5 advantages that job offers and 5 personal qualifications needed for that job.	B. Choosing A Career 1. Qualifications Needed a. Education b. Experience c. Special skills d. Physical requirements e. References 2. What The Job Offers a. Availability of a Position b. Compensation c. Advancement Possibilities d. Future of The Company or Industry e. Working Conditions f. Fringe Benefits . Retirement plans . Insurance plans - Life - Health
. Describe 10 attributes of the valuable Transportation, Travel, and Tourism employee	3. Attributes of the T.T.T. Employee

Suggested Activities

B. Depending upon the composition of the class, it may be useful to have each student attempt to construct a resume, vita, or personal data sheet. One benefit may be to realize a personal lack of qualifications needed for employment. This could lead to a more meaningful discussion and investigation into the ways of acquiring the necessary entry-level skills, experience, and other requirements.

A Statewide survey was conducted by the Bureau of Occupational Education Research of the New York State Department of Education in cooperation with the American Society of Travel Agents in 1974, and resulted in:

THE ATTRIBUTES OF THE T.T.T. EMPLOYEE

Essential
- A Friendly demeanor
- Good telephone methods
- Neat appearance
- Ability to communicate technical information
- Sales skills

Very Important
- Ability to transfer numbers accurately
- Customer contact skills
- Technical knowledge of travel forms, guides, tickets, tariffs
- Knowledge of world geography

Important
- Legible handwriting
- Ability to add and figure percentages
- Letter and form composition
- Knowledge of documents
- Time zone changes
- Excellence of English vocabulary usage

Useful
- Knowledge of psychology and sociology
- Typing competency
- Good spatial perception
- Knowledge of world climatic conditions
- Knowledge of customs regulations
- Knowledge of national cultural attractions
- Knowledge of foreign currency and travelers checks

Needed Infrequently
- Knowledge of insurance types and procedures
- Bilingualism
- Telex machine operations

III. FUNDAMENTALS OF TICKETING

Performance Objectives	Content
The student will be able to: . Use the official Airline Tariff to compute the first-class and coach fares for 3 types of domestic flights from one major U.S. city to another, i.e., N.Y.C. to Chicago. . Use joint fare listings to determine the routing and the total cost of a round-trip flight, first-class, between 2 major U.S. cities.	A. Introduction To Fares 1. Domestic Airfares a. Point-to-Point Fares b. Thru Fares c. Joint Fares d. Special Fares • Excursions • Tours • Charters • Air/land packages

Airline Tariff Publishers, Inc., Agent
LOCAL PASSENGER FARES TARIFF NO. PF-10

17th Revised Page 261
Cancels 16th Revised Page 261

DELTA AIR LINES, INC. LOCAL FARES

For the application of fare classes and the explanation of reference marks and symbols, see Pages 247 through 252.
For explanation of abbreviations, see Pages 5 through 9.

Between BIRMINGHAM and

FARE CLASS		FT. WAYNE US	FT. WAYNE RG41	GREENSBORO US	GREENSBORO RG4	HARTFORD US	HARTFORD RG78	HOUSTON US	HOUSTON RG45	HOUSTON US	HOUSTON RGS01	HYANNIS US	HYANNIS RG79	INDIANAPOLIS US	INDIANAPOLIS RG41	JACKSON, MISS. US	JACKSON, MISS. RG2	JACKSONVILLE, FLA US	JACKSONVILLE, FLA RG3
F	OW		67.59		49.07		92.59		61.11		71.30		100.93		49.07		31.48		44.44
Y	OW		51.85		37.96		71.30		47.22		54.63		77.78		37.96		24.07		34.26
YN	OW		. . .		37.96		71.30		47.22		54.63		. . .		37.96		24.07		34.26
YN	OW		. . .		31.48		57.41		37.04		43.52		. . .		31.48		19.44		26.85
3YE1	RT		. . .		. . .		. . .		. . .		. . .		. . .		. . .		. . .	*	X
YN	OW		34.26		25.00		47.22		32.41		36.11		51.85		25.00		17.59		23.15
YZ	OW	*	42.59	*	31.48	*	59.26	*	38.89	*	45.37		. . .	*	31.48	*	20.37	*	28.70
N	OW		25.93		20.37		36.11		24.07		26.85		38.89		20.37		12.04		18.52
3YGS	RT		. . .		. . .		. . .		. . .		. . .		. . .		. . .		. . .	*	X

EASTERN AIR LINES, INC. LOCAL ROUTINGS

APPLICATION: See Page 37 for the application of routings on this page.

RG. NO.	ROUTING
400	LAX- ---------- - - - DFW-MSY-MOB-PNS-MGM { CSG / BHM } ATL { PIT- BUF- YYZ. / SYR. / CHA-GSP-CLT-GSO- { RDU-RIC-WAS-BAL-ILG-PHL-NYC- { YUL- YOW. / HVN-BDL-PVD-BOS. / SYR- YOW- YUL. } / ROA } }
401	NOT USED.
402	MSY-MOB-PNS-MGM { CSG- / BHM- } ATL-MCN- { JAX------ { DAB- - - / GNV- - - } ORL { TPA- MLB— FLL-MIA— FLL. / - -MLB - } / - TLH- GNV - - - { TPA { MLB - - - - - - - - / SRQ ---------- / ORL- - - -MLB- - - - - - } } PBI-FLL-MIA- FLL. / MSY-TPA-ORL-MLB.

III. FUNDAMENTALS OF TICKETING

Suggested Activities

A. Instruct students in the basics of computing the lowest fares using tariffs. Include all applicable taxes (foreign and domestic) as well as security charges.

The Squire's Tariff, Official Airline Tariff, is divided into several sections:

Local passenger fares	Passenger joint fares
Passenger routing guide	Passenger rules

There are other sections of the tariff, but these are the main ones concerning basic fare construction principles.

The local passenger fare section contains "on-line" fares for the domestic U.S. and Canadian Airlines. These fares apply only for the services of a single carrier and no interchange of carriers is allowed. Airlines are listed in alphabetical order with cities on their routing in alphabetical sequence. The fares and routings listed apply in either direction.

The fares for each class of service are published vertically in U.S. dollars on a one-way (OW) basis. Special excursion fares are published on a roundtrip (RT) basis. Fares published in the tariff are base fares and do not include tax or security charge. Tax is computed at the rate of 8 percent of the tariff fare. Security charge is 34¢ per flight, plus the 8 percent tax.

The route numbers for each destination are listed at the top of each column.

These routings show connection points only, as no stopovers (a stay of more than four hours or the first flight) are permitted. Only one continuous routing is permitted between origin and destination cities.

Routing guides are not used for point-to-point or local fares (direct service, when no change of planes is involved). For Thru fares (a connection or two planes of the same carrier) routing guides are used. Origin-connection-destination cities must show in a continuous pattern in order for published fare to be used.

The joint fare tariff is published in a separate booklet with the fares listed in alphabetical order. The allowed joint fare routings are published to the right of the fares. Joint fares are interline fares which apply when service is via a connection involving flights on different carriers.

FUNDAMENTALS OF TICKETING

Performance Objectives

Content

FOR THE APPLICATION OF FARES, SEE RULE 3

BETWEEN	FARE CLASS	FARE	ROUTING	ROUTING	ROUTING
GREAT FALLS AND HONOLULU	F Dw	266.00	WA LAX CO/Nw/PA/UA	WA SLC UA	WA SFO Nw/PA/UA
	YW Dw	186.00	WA LAX CO/Nw/PA/UA	Nw PDX CO/PA	Rw PDX CO/Nw/PA
			FL SLC WA	WA SLC UA	WA SFO Nw/PA/UA
			Nw SEA CO/PA	Rw SEA CO/Nw/PA	-
	Yb Dw	195.00	FL DEN UA	WFL DEN CO	-
	YX Dw	176.00	WA LAX CO/Nw/PA/UA	Nw PDX CO/PA	Rw PDX CO/Nw/PA
			FL SLC WA	WA SLC UA	WA SFO Nw/PA/UA
			Nw SEA CO/PA	Rw SEA CO/Nw/PA	-
	YX WDw	179.00	FL DEN UA	WFL DEN CO	-
	YH Dw	139.00	Rw/Nw SEA PA	-	-
	YH Dw	<139.00	WA LAX CO	-	-

Construct the coach-class fare, one-way, between a U.S. city of origin and a major European city of destination, using IATA tariff and ticketing handbooks to compute the fare in U.S. dollars.

2. International Fares
   a. All-Year Fares
   b. Excursions
   c. Charters

FROM/TO	CLASS	HEADLINE CITY CURRENCY	FCU	RULES	MAP RTE REF	GI/MPM YIA PT
NEW YORK (NYC) N.Y., U.S.A.		U.S. $ (USD)				
RIMINI	YLSC	412.00	388.00	R530		8883
	YHSC	488.00	433.00	R531		8883
RIYADH	F	1068.00	1007.00		AT	7979
	YL	716.00	675.00		AT	7979
	YH	784.00	739.00		AT	7979
	YLE21	1063.00	1002.00	R295	AT	7979
	YHE21	1141.00	1076.00	R296	AT	7979
	YL6V	906.00	790.00	Q208	AT	7979
	YH6V	906.00	883.00	Q209	AT	7979
ROME	F	701.00	661.00			8136
	YL	397.00	374.00			8136
	YO	414.00	390.00			8136
	YH	484.00	456.00			8136
	YLAP	398.00	398.00	R480		8136
	YOAP	420.00	396.00	R480		8136
	YHAP	528.00	498.00	R480		8136
	YLE21	873.00	824.00	R201		8136
	YHE21	758.00	715.00	R202		8136
	YL646	450.00	424.00	R228		8136
	YO646	483.00	455.00	R227		8136
	YH646	594.00	560.00	R228		8136
	YLZ	434.00	411.00	R181		8136
	YO2	446.00	418.00	R182		8136
	YH2	484.00	456.00	R183		8136
	YL6A	412.00	388.00	R810		8136
	YO6A	469.00	433.00	R810		8136
	YH6A	578.00	542.00	R817		8136
	YL6C	412.00	388.00	R530		8136
	YH6C	488.00	433.00	R531		8136
	Y8V	483.00	380.00	Q220		8136
	Y6V	462.00	436.00	Q220		8136
	YL6V	522.00	493.00	Q208		8136
	YH6V	618.00	583.00	Q207		8136
ROTTERDAM	F	803.00	568.00			4366
	YL	306.00	288.00			4366
	YO	326.00	307.00			4366
	YH	412.00	388.00			4366
	YLAP	320.00	301.00	R480		4366
	YOAP	338.00	318.00	R480		4366
	YHAP	434.00	409.00	R480		4366
	YLE21	884.00	832.00	R201		4366
	YHE21	842.00	808.00	R202		4366
	YL646	374.00	352.00	R228		4366
	YO646	412.00	388.00	R227		4366
	YH646	507.00	478.00	R228		4366
	YLZ	398.00	376.00	R181		4366
	YO2	439.00	401.00	R182		4366
	YH2	473.00	446.00	R183		4366
	YL6A	341.00	321.00	R810		4366
	YO6A	378.00	357.00	R810		4366

FROM/TO	CLASS	HEADLINE CITY CURRENCY	FCU	RULES	MAP RTE REF	GI/MPM YIA PT
NEW YORK (NYC) N.Y., U.S.A.		U.S. $ (USD)				
SANTAMARIA AZ	YL		267.00	251.00		3182
	YO		267.00	251.00		3182
	YH		334.00	315.00		3182
	YL6C		334.00	315.00	R480	3182
	YH6C		334.00	315.00	R480	3182
	YL6A		334.00	315.00	R480	3182
	YH6A		334.00	315.00	R480	3182
	YL6V		334.00	315.00	R201	3182
	YH6V		334.00	315.00	R202	3182
	YL646		334.00	315.00	R228	3182
	YH646		334.00	315.00	R227	3182
	YL6E		334.00	315.00	R228	3182
	YH6E		334.00	315.00	R181	3182
	YL6Z		334.00	315.00	R182	3182
	YH6Z		334.00	315.00	R183	3182
	YL6A		334.00	315.00	R810	3182
	YH6A		334.00	315.00	R817	3182
	YL6V		334.00	315.00	Q208	3182
	YH6V		334.00	315.00	Q207	3182
SAO TOME IS	F		1050.00	990.00		AT 8294
	YL		699.00	660.00		AT 8294
	YO		718.00	677.00		AT 8294
	YLR66		1062.00	994.00	R260	AT 8294
	YHR66		1062.00	1014.00	R210	AT 8294
	YL6V		834.00	787.00	Q210	AT 8294
	YH6V		834.00	847.00	Q211	AT 8294
SEVILLE	F		663.00	588.00		4279
	YL		306.00	288.00		4279
	YO		326.00	307.00		4279
	YH		412.00	388.00		4279
	YLAP		398.00	381.00	R480	4279
	YOAP		398.00	318.00	R480	4279
	YHAP		398.00	409.00	R480	4279
	YLE21		398.00	832.00	R201	4279
	YHE21		398.00	808.00	R202	4279
	YL646		398.00	352.00	R228	4279
	YO646		398.00	388.00	R227	4279
	YH646		398.00	478.00	R228	4279
	YLZ		398.00	376.00	R181	4279
	YO2		398.00	401.00	R182	4279
	YH2		398.00	446.00	R183	4279
	YL6A		398.00	321.00	R810	4279
	YO6A		398.00	357.00	R810	4279
	YH6A		398.00	442.00	R817	4279
	YL6V		398.00	378.00	Q208	4279
	YH6V		398.00	483.00	Q207	4279
SEYCHELLES IS	F		1183.00	1116.00		000AT10902
	YL		812.00	766.00		000AT10268
	YO		812.00	766.00		000AT10268
	YLR66		1186.00	1063.00	R260	000AT10262
	YHR66		1186.00	1063.00	R210	000AT10262

Suggested Activities

A. First class routings are applicable only if the first class fare is used and coach routings only when coach fares are charged. The routings show connection points only as no stopovers beyond the first available flight or four hours are permitted.

The joint fare listings show:
The carriers which can be used
The allowed connecting cities

Routings apply in either direction.

The international tariff is made up of several separate books. One book contains the general rules and mileages and the others contain fares throughout the different parts of the world.

To locate fares, find the origin city at the top of the page (headline city) and the destination (sideline) city below. Following the sideline cities are the various fare codes and the fares listed in the currency of the headline city and in construction units (the IATA currency unit used for fare construction which can be converted to local currency by using the IATA rate of exchange).

There are two basic methods of fare construction:
Routing - Route map numbers (if applicable) are to the right of the fare information. Fares apply only if cities in itinerary can be located on the route map by following the arrows.
Mileage - Maximum permitted mileage follows route map numbers. Nonstop sector miles (found in Book 1) for flights used to turn-around point (furthest city) must be within the maximum permitted mileage limitation, same for the return. Each half of trip (to most distant point and return) is treated as half of a roundtrip. If the sum of the sector miles for either or both halves exceeds the maximum permitted mileage (MPM), the MPM for that half must be increased by 5, 10, 15, 20 or 25 percent to allow for the total of the sector miles. The fare for that half must be increased by the same percentage. Mileage increments and fare increases are found in a table in book 1 of the tariff.

These are basic fare principles applying to all regular (all-year) fares. There are also more advanced principles which can be found in the tariff and the IATA Ticketing Handbook. Special rules apply to excursion and group fares, these rules are published in the blue pages of the same book (rule numbers follow fares).

There is a $3.00 departure tax on all international tickets. There is no domestic tax for domestic stops on an international ticket, providing they are scheduled prior to passenger's departure and are less than six hours.

FUNDAMENTALS OF TICKETING

Performance Objectives	Content
. Describe 3 special fares, including the discounts, available to certain bus passengers.	3. Bus Fares a. Regular b. Group c. Special • Armed services • Children • Clergy • Foreign visitors • Handicapped d. Foreign Visitors 4. Car Rental Rates a. Daily • Plus mileage charge • With unlimited mileage additional insurance charge b. Weekly, Monthly, or Annual Rates

Suggested Activities

A. Invite a local representative to speak to the class about travel by bus.

A student committee can arrange a day trip for the class.

Weekend rates are usually lower. Most rentals are from Monday to Friday by businessmen.

FUNDAMENTALS OF TICKETING

Performance Objectives	Content
. Give 5 special domestic railroad fares available, including the discounts.	5. Domestic Railroad Fares a. Coach b. First Class • Sleeping cars • Parlor cars c. Special Fares • Excursions • Family plan • Round trip discount • Group • Handicapped • Military 6. International Railroad Fares a. Continent • Eurail pass • Student-Railpass (14-25 yrs.) b. British Isles • British Rail Pass • Thrift Rail Coupons • Overlander Ticket
. Define 5 factors which influence the cost of steamship fares.	7. Steamship Fares a. On or Off Season b. Destination c. Cruise or Crossing d. Length of Time e. Steamship Line f. Budget of Travelers g. First, Second, or Tourist Class h. Stateroom Location • Bow, stern, and amidship • Upper, lower deck • Inside or outside • Full, half, or shared bath i. Shore Excursions

Suggested Activities

A. Students may construct charts to compare different rates.

The Eurail pass (European Railroads) allows reduced rate of First Class fare for two months of unlimited second class travel.

The British Rail Pass is similar to the Eurail pass, except it is only good in Britain. Thrift Rail Coupons provide second class travel or 750 miles at a set fare. Overlander Ticket provides 8 or 15 days travel in Northern Ireland and Republic of Ireland by bus and railroad.

Many factors are to be considered in determining cost of trip on a steamship line. Students may plan an imaginary trip and then determine the cost of the trip.

FUNDAMENTALS OF TICKETING

Performance Objectives	Content
. Distinguish between the 4 parts of the airline ticket by describing the use made of each part.	B. Explanation of the Ticket 1. Airlines a. Explanation of Ticket Booklet b. Selection of Appropriate Ticket Booklet(s) c. Preferential Use of Airline Identification Plates d. Transfer of Basic Information to Ticket 2. Steamships 3. Car Rental Agencies 4. Railroads a. Book Tickets b. Prepunched Tickets c. Arts Machine Tickets
. Match the titles of preprinted, matrix, open form, imprinter, and cross country bus tickets to their descriptions in an objective test.	5. Buses a. Preprinted Tickets b. Matrix Tickets c. Open Form Tickets d. Imprinter Tickets e. Cross Country Tickets

Suggested Activities

B. All ticket booklets are made up of four parts:
- Auditor's coupon
- Agent's coupon
  Both are used for accounting purposes and are removed after ticket is completed, the passenger does not get these coupons.
- Flight coupon(s)
  One coupon for each flight in itinerary, they are good for transportation.
- Passenger's coupon
  Acts as receipt, not good for transportation.

Ticket booklets come with one, two, three, or four flight coupons.

Visit an airline reservation clerk at work or invite one to come to the class to demonstrate and explain ticket-writing procedure.

Steamship tickets are similar to airlines, but the format varies from line to line.

Each car rental company uses its own forms. Have a local representative explain the ticketing procedure to the students.

The ticket agent completes the ticket which is also used for family plan and round trip fares. Prepunched tickets are used for local or common runs. Arts machine tickets use an online electronic process with scopes located in Washington DC. The local agent uses a console to enter information.

Preprinted tickets are used by small agencies; and they are preprinted 25 to 50 in a book.

Matrix tickets are the most common form of ticketing. A metal die imprinted with common destinations, e.g. Albany-New York, is inserted in the ticket machine to print the ticket. The ticket clerk fills out the whole ticket form. Open form tickets are used for less common destinations. Imprinter tickets are used like charge plates. Common departure and destination plates are placed on the machine. A roller imprints information on the ticket as it goes over the plates. Cross country tickets are coded by zone numbers. As the passenger travels through the zones, the driver punches the ticket.

A visit to a local bus company would give the students first hand knowledge of the ticketing procedure.

FUNDAMENTALS OF TICKETING

Performance Objectives	Content
. Describe 3 ways of paying for a travel ticket.	C. Forms of Payment 1. Cash 2. Money Order 3. Bank Draft 4. Credit Cards a. Bank Cards b. Major Credit Cards (American Express, Diner's Club, Carte Blanche) c. Airline Cards d. Universal Air Travel Plan

Suggested Activities

C. Students could research and explain such payment procedures as:
- How travel agencies pay for airline tickets which were purchased for cash, check, money order or bank draft.
- Issuance of tickets against credit cards.
- Tickets issued in exchange for other tickets or airline accountable forms.

Skiers heading for the Northeast snow slopes via Amtrak.

IV. DUTIES OF THE TRAVEL AGENT

Performance Objectives	Content
The student will be able to:	
. Either define or perform 10 of the steps of the travel sales transaction.	A. The Travel Sales Transaction 1. Salutation 2. Establish Need 3. Select and Present Service 4. Answer Questions and Overcome Objectives 5. Secure Deposit 6. Make Required Reservations 7. Prepare Itinerary 8. Arrange for Final Payment 9. Complete Tickets and Other Travel Documents 10. Data Re-Cap 11. Complimentary Close

IV. DUTIES OF THE TRAVEL AGENT

Suggested Activities

A. Prepare a list of "V.I.W.", Very Important Words, to be remembered by any person selling travel; i.e., warmth, understanding, attention, sincerity, consideration, etc.

With the cooperation of local travel agents, students may observe a sales transaction. Then, a good technique is to have the travel agent take the role of a customer, while a student handles a travel sales transaction and the rest of the class evaluates the performance.

DUTIES OF THE TRAVEL AGENT

Personal Objectives	Content
. Give the correct names of 5 guide books used by travel agents.	B. Use of Guide Books 1. Domestic OAG (Official Airlines Guide)
. Write the correct translation of a given line of symbols for a scheduled airline flight, with a connecting flight.	2. International OAG
	3. OAG Travel Planner
	4. Official Hotel and Resort Guide
	5. Consolidated Air Tour Manual
. Determine what the crossings are for a cruise ship line in a given month by using the official steamship guide.	6. Official Steamship Guide
	7. Cook's Continental Timetable

Suggested Activities

B. Explain symbols used and instruct students on how to read airline schedules for direct and connecting flights.

In looking up flights the destination cities are in heavy print at the top of each page, all cities listed below are origin cities. Information for direct flights appears in the following order: departure time, departure airport, arrival time, arrival airport, airline code and flight number, classes of service available, type of aircraft, meal service, number of stops. Numbers listed to the left of the departure time indicate the flight operates that day only; numbers preceded by "x" mean the flight operates daily except for the day shown.

Connecting flights are listed as follows:
X6 11:45a N 2:30p D BN 105 F/Y 727 L I

This line translates to: X6 flies daily, except for Saturday, departs at 11:45 a.m. from National Airport, Washington, D.C. and arrives at 2:30 p.m. at Dallas/Ft. Worth, Texas, Airport via Braniff Air Line, flight #105, which offers first class and economy fares on a Boeing 727, serving lunch and these is one stop en route.

Many interesting exercises may be conducted through translation of the airline schedules. Variables of different time zones and connecting flights make the problems more challenging.

The major difference in the International Offical Airlines Guide is that times are listed using the 24 hour clock.

Students should be able to use the Travel planner to find the best airline service to cities which do not have their own airports, National Parks, Universities and Military Bases.

The Official Hotel and Resort Guide comes in three volumes. Countries and cities within them are alphabetically listed. Hotel listings give general description, facilities and price range.

Students should know how to locate tour information and determine costs and booking procedures from the listings in the manual.

List crossings, cruises, freighter service and ferry service. Students should be able to find general information for any sailing and be advised to refer to the brochures of the various ship lines for further information.

DUTIES OF THE TRAVEL AGENT

Performance Objectives	Content
. List the daily timetable for a railroad serving a major European city by looking it up in Cook's Continental Timetable.	8. Official Railway Guide
. Find the daily departure and arrival times of the scheduled passenger service between New York City and Buffalo, in both directions, in an AMTRAK railroad schedule.	9. AMTRAK Folder
	10. Russell's Official National Motor Coach Guide
. Compute the total cost of renting a given automobile for a 2-day round trip between Rochester and Albany through use of the OAG Car Rental Guide.	11. OAG Car Rental Guide
	12. Brochures and Schedules of Individual Lines

Suggested Activities

B. *European, African and Asian Railroad Guide* is one of the oldest guides in print.

The Official Railway Guide lists freight schedules, primarily. It does show the frequency of commuter trains, but does not list their schedules.

The AMTRAK National Folder lists all scheduled passenger service of AMTRAK. Commuter trains are not listed.

Russell's Official National Motor Coach Guide lists schedules of all major motor coach lines. Each city with connecting schedules has the same number in the index. The guide is published quarterly.

The OAG Car Rental Guide is divided into four sections for different car rental companies. Listings are divided into domestic and international and are alphabetical within each section. The students should be shown the base rates (hourly, daily, weekly) and mileage charges, drop-off charges and taxes and have general knowledge of how to compute rental charges.

Car rental charges are based on the base rate plus any mileage, drop-off and tax. Rental can be prepaid by the agency, billed to the agency or paid directly by the client. Most car rental companies require a major credit card as identification. They may also accept a sizeable deposit in cash.

Promotions, special service deals, short-term rates, and charter trips are available.

DUTIES OF THE TRAVEL AGENT

Performance Objectives	Content
. Correctly complete an airline itinerary on a reservation form.	C. Making Reservations 1. Airlines 2. Hotels and Motels 3. Steamships a. Reservation Methods • Telephone • Letter • Standard forms b. Reservations Needed For • Passage • Dining Room • Land or port of call arrangements - Tours - Meals

Suggested Activities

C. Students should be able to prepare reservation information and efficiently relay this information to the reservation agent.

Have complete itinerary written on a reservation form. Keep OAG at hand in case an alternative is needed.

Call first carrier on itinerary with a local reservation office. If international travel is involved, call the first participating international carrier. Whenever possible use special agency sales desk numbers provided by many airlines.

Give your agency's name and your own.

State your request in a logical sequence:
- The number of seats required
- For each flight, in order of itinerary:
  - Airline and flight number
  - Class of service
  - Departure data
  - Origin and destination cities
- Client(s) name(s)
- Client(s) home and business phone numbers
- Children's ages (if any)
- Any special services needed (wheelchair, seat assignment, special meal requirements)

Have students complete individual steamship itineraries. Check for completeness of information.

Point out that one should insist upon written confirmations of reservations made by telephone or letter.

It is best to use the forms available from steamship lines in class, as all pertinent information is requested on the standard form.

Note that reservations are needed to guarantee space on the ship, be it Tourist, Cabin, or First Class.

Discuss the fact that seating assignments are for the whole voyage, and passengers without reservations take what is left.

DUTIES OF THE TRAVEL AGENT

Performance Objectives	Content
	4. Railroads a. Domestic Rail Reservations b. International Rail Reservations
	5. Car Rentals
	6. Buses

Suggested Activities

C. Point out that reservations are not needed for coach seats, but they should be made for other accommodations, such as a Pullman berth.

Travel agent makes the reservations at least a month in advance. Payment should be made within ten days of receipt of the tickets.

Reservations are usually made by telephone locally or by calling a toll-free number. Most car rental agencies are located at or near an airport.

Information needed to make a reservation is the following:

a. time of arrival
b. time car will be picked up
c. type of car wanted
d. length of rental
e. destination
f. name and address

Passengers on regularly scheduled routes do not need reservations. Tickets are purchased at the bus terminals. Charter groups should make reservations as early as possible. Tour groups should book tours immediately.

Reservations are needed for cross country tours and coaches which offer special services such as food, beverages, motels, etc.

V. TOURS

Performance Objectives	Content
The student will be able to:	
. Describe 3 requirements of 3 kinds of ATC approved tours.	A. Air Traffic Conference (ATC) Approved Tours
	1. Advertised Tours
	2. Independent Tours
	3. Convention Tours
	4. Incentive Tours

V. TOURS

Suggested Activities

A. Advertised air tour requirements:
- Roundtrip transportation, at least one segment by air (ATC carrier)
- Two nights accommodations
- One additional service
- Prepayment
- Printed brochure

Independent air tour requirements:
- Roundtrip transportation, at least one segment by air (ATC carrier)
- Accommodations in at least two noncontiguous cities
- One additional service
- When air fare is less than $75.00, the total land cost must be at least $15.00. When air transportation is $75.00 to $175.00, the tour cost must be at least 20% of the air. When the fare is over $175.00, the land portion must amount to at least $35.00.
- Prepayment

Convention tour requirements:
- Roundtrip transportation, at least one segment by air (ATC carrier)
- Two nights accommodations
- One additional service
- Prepayment
- Brochure

Incentive air tour requirements:
- Roundtrip transportation, at least one segment by air (ATC carrier)
- Two night's accommodations
- One additional service
- Prepayment
- Promotional literature (price of trip not shown)

Air transportation sold in conjunction with any of the above tours receives more than the regular 7 percent commission:

Advertised tours. . . 11%	Convention tours. . . 10%
Independent tours . . 11%	Incentive tours . . . 10%

The agent also receives commission on the land package.

In order to get the higher rate of commission, the airline tickets must be issued on a standard tour ticket; ticket must include the appropriate tour code designation (section J, item 24). Tour tickets are the same as tickets described in section "J" except for a banner on the face of the ticket which designates it as a tour ticket.

TOURS

Performance Objectives	Content
. Explain 5 requirements of IATA approved tours.	B. International Air Transport Association (IATA) Approved Tours
. Give 5 factors to consider in planning a package tour.	C. Planning a Package Tour

Suggested Activities

B. IATA approved tour requirements:
- Roundtrip transportation, at least one segment by air (IATA carrier)
- Six nights accommodations
- One additional service
- Prepayment
- Land cost must equal at least 20 percent of the air cost
- Printed brochure

Students could determine the advantages and disadvantages of escorted and nonescorted tours and discuss which type they would suggest for different types of clients.

Students could research and report on the requirements of ATC and IATA printed brochures.

C. "Package Tour" refers to any tour for which all of the arrangements are made and paid for prior to the clients departure.

Factors in planning a package tour:
- Routing
- Variety of activities
- Time distribution
  Amount of time spent in each city
  Planned activities and leisure time
- Accommodations
  Air transportation
  Hotel accommodations
  Sightseeing tours
- Transfers
- Meals
- Brochure or written itinerary

The factors involved in planning a group tour vary only in that you are dealing with bulk and in most cases will use the services of a tour escort and/or local hosts.

Bus and train tours involve the same factors, however, in most cases a prepackaged tour offered by a wholesaler is used.

TOURS

Performance Objectives	Content
. Describe 5 factors to consider in selling a package tour.	D. Selling a Package Tour
	E. Hosteling
	1. Domestic
	2. International
. Explain 3 ways in which local, state, or national government sponsors tourism.	F. Government Sponsored Tourism
	1. National
	2. State
	3. County
	4. Local

Suggested Activities

D. Factors in selling a package tour:
   Determine if client should use escorted or nonescorted package.
   Length of time client has for trip
   Purpose of trip
   Client's interests
   Client's budget

   After determining these five factors, the factors in planning the tour come into play.

   Students could research and discuss the advantages and disadvantages of using a wholesaler to prepare a tour vs. the retail agent doing the work.

E. Hosteling has been a popular and inexpensive way for students to travel in the United States and in Europe for many years. The class should enjoy planning the itinerary and budget for a hosteling trip.

F. Each agency cooperates with chambers of commerce, major resorts, restaurants, etc., to promote tourism in a given jurisdiction.

VI. THE TRAVEL AGENCY

Performance Objectives	Content
The student will be able to:	
. List 5 kinds of promotional media.	A. Developing Business 1. Promotional Media a. Magazines b. Newspapers c. Television d. Radio e. Billboards f. Calendars
. Describe 5 ways to obtain vacation clients.	2. How To Obtain Vacation Clients a. General Advertising b. Mailing Lists c. Working With Local Organizations • P.T.A. • Lodges • Unions d. Repeat Clients e. Recommended by Clients f. Walk-in Customers
. Explain 3 methods used to reach commercial accounts.	3. How To Reach Commercial Accounts a. General Advertising b. Trade Publications c. Direct Mail d. Recommended by Clients

VI. THE TRAVEL AGENCY

Suggested Activities

A. Have students bring to class advertisements promoting a state, county, or city. Students may write advertisements promoting own locality and have them judged by the local Chamber of Commerce.

Students interested in a possible career in any of these occupational clusters may write a term paper exploring in depth the hierarchy of positions, the employment opportunities, the economic trends, the career ladders, the physical and mental requirements, the education and experience needed.

Students could arrange to visit a place of business in a field of their interest or have industry personnel speak with the class in order to gain a clearer picture of the actual work entailed in each job category.

Students may be able to work as apprentices in order to gain some first-hand knowledge and experience in a job that interests them.

Performance Objectives	Content
. Name 5 agencies which regulate the travel industry and describe a major function of each.	B. Regulatory Agencies 1. Civil Aeronatics Board a. International Air Transportation Association b. Air Traffic Conference 2. Interstate Commerce Commission 3. Federal Trade Commission 4. U.S. Department of Transportation 5. National Railroad Passenger Corp.
. Describe 5 national or international factors which have major impact upon the T.T.T. industries.	C. Factors Effecting Change in The Industry 1. The Economy 2. Shortages 3. War and Peace 4. Modern Technology 5. Competition 6. Unemployment

Suggested Activities

B. Select 4 items not permitted to be brought into the U.S. and give reasons.

Determine the functions of one of the regulatory agencies and describe the role it plays in the travel industry.

Schools located near an airport, seaport or other distribution center should be able to obtain the services of an official from one or more of the regulatory agencies to explain agency functions, membership and the reasons for some of the regulations.

C. Students could select one place of business and prepare a paper on how that company has been affected either adversely or advantageously by any one of these factors over a period of ten years.

Students could do research and write a paper on how any one area within the T.T.T. industries can help itself to overcome one of these factors which is adversely affecting it.

APPENDIX

Hotel Terminology

Accounting Terms

- Account card
- Account card, guest
- Accounts receivable, city
- Accounts receivable, guest
- Asset
- Balance sheet
- Credit
- Debit
- Equity
- Expenses
- Journal
- Ledger
- Sales

Bedding Terms

- Closet
- Cot
- Double
- Three-quarter
- Single
- Sofa, convertible
- Studio
- Twin
- Twin, hollywood

Racks

- Letter and key rack
- Information rack
- Reservation rack
- Room rack
- Sales rack

Rates

- Single
- Double
- Daily, weekly, monthly
- Commercial

Rooms

- Adjoining
- Connecting
- Single
- Double
- Inside
- Outside
- Studio
- Suite

Common Abbreviations

- accom – accommodate
- aircond – air conditioned
- arpt – airport
- avail – available
- bchfrnt – beachfront
- bus – business
- cntr – center
- coff – coffee
- col TV – color TV
- conv – convention
- crtsy – courtesy
- disco – discotheque
- dntwn – downtown
- ent – entertainment
- fin – financial
- heat – heated
- hlth – health
- htl – hotel
- hwy – highway
- indr – indoor
- kid – kiddie
- loc – location
- limo – limousine
- mi – miles
- mtg – meeting
- mtn – mountain
- nr – near
- nrby – nearby
- opp – opposite
- outdr – outdoor
- ovrlkg – overlooking
- prkg – parking
- rest – restaurant
- rms – rooms
- rntl – rental
- RR – railroad
- sm – small
- speclty – specialty
- sta – station
- subrbn – suburban
- svce – service
- w/ – with
- 1P – one person
- 2P – two persons

Attributes or Skills Needed by a Travel Counselor

From a Travel Agency Survey Conducted by the Bureau of Occupational Education Research, S.E.D., February 1974

		Votes
	Essential	
1.	Friendly demeanor	259
2.	Good telephone techniques	251
3.	Neat physical appearance	240
4.	Ability to communicate technical information	236
5.	Sales skills	230
	Very Important	
6.	Ability to transfer numbers accurately	211
7.	Customer contact skills	207
8.	Technical knowledge of travel forms, guides, tickets, tariffs	203
9.	Knowledge of world geography	190
	Important	
10.	Legible handwriting	173
11.	Ability to add and figure percentages	156
12.	Letter and form composition	153
13.	Knowledge of documents such as passports, visas	147
14.	Time zone changes	142
15.	Excellence of English vocabulary usage	133
	Useful	
16.	Knowledge of psychology and sociology	104
17.	Typing competency	101
18.	Good spatial perception	98
19.	Knowledge of world climatic conditions	80
20.	Knowledge of customs regulations	78
21.	Knowledge of national cultural attractions	78
22.	Knowledge of foreign currency and travelers checks	63
	Needed Infrequently	
23.	Knowledge of insurance types and procedures	43
24.	Bilingualism	40
25.	Telex machine operations	12
26.	Computer operations	10

Of the 275 agencies replying to the survey, 117 had 4 to 6 employees each.

The 275 agencies' 2484 employees were identified as follows:

Travel Counselors	906	Messengers, etc.	248
Outside Salespersons	599	Clerk-typists	217
Department Managers	318	Ticket clerks	196

TYPICAL OCCUPATIONS IN THE TRAVEL AND TRANSPORTATION SERVICES

Travel Services. Industries, such as airlines, travel agencies, railroads, and bus companies employ persons whose occupations are to arrange travel and to make travel more enjoyable or informative.

Industry	Service Occupations
Airlines	Group sales manager, chief flight attendant, reservation agent, flight attendant
Tour bus lines	Manager, driver, host/hostess
Auto rental agencies	Owner, manager, dispatcher, rental clerk, parking attendant
Tour boat lines	Owner, manager, ship's captain, social director, sightseeing guide, steward
Railroads	Terminal manager, depot master, conductor
Travel agencies	Owner, sales manager, group sales manager, sales representative, travel counselor, reservation agent, clerk

Lodging Services. This subcluster includes all of those occupations involved in the management and operation of lodging facilities in hotels, motels, resorts, convention centers, and steamship companies. There are employees who have contact with the public, such as front desk clerk and others who work behind the scenes.

Hotels and motels	Hotel manager, resident manager, sales manager, convention manager, front office manager, sales representative, service superintendent, executive housekeeper, reservations' clerk, bell captain, front desk clerk, bellman, doorman, chambermaid, houseman
Convention centers and resorts	Convention manager, reservations' clerk, banquet manager, front office manager, service superintendent, executive housekeeper, sales manager, front desk clerk, chambermaid, doorman, bellman

Food Services. Persons employed in this subcluster are involved in food preparation, food service, and in other management and operation functions. The industries include restaurants, school cafeterias, snack bars, catering service, and airline food commissaries.

Restaurants	Owner, manager, executive chef, chef, cook, kitchen supervisor, kitchen helper, maitre d', hostess, bartender, wine steward, waiter/waitress, cashier, busboy

Food Services (cont'd.)

Industry	Service Occupations
Hotels and motels	Director of food and beverages, function manager, restaurant manager, chef/cook, kitchen supervisor, food controller, maitre d', bartender, waiter/waitress, cashier, busboy manager, production manager, cook, food assembler
Flight kitchens	Food and beverage director, chef, cook, kitchen supervisor, maitre d',
Steamships	Room and deck steward, bartender, wine steward, waiter/waitress, busboy

GOVERNMENT PUBLICATIONS

Directory of National Trade Associations of Businessmen, U.S. Government Printing Office, Washington, D.C.

Employment Outlook for Hotels, U.S. Department of Labor, Washington, D.C. (Bulletin #1550-107)

Motels, Small Business Administration, Washington, D.C. 20402.

Tourism and Recreation, U.S. Department of Commerce, Washington, D.C. 20402.

TRADE PUBLICATIONS

A.S.T.A. Travel News, 488 Madison Avenue, New York, New York 10022.

Canadian Travel News Weekly, 2 St. Clair Avenue, West, Toronto, Ontario M4V I15, Canada.

Travelage East, 888 Seventh Avenue, New York, New York.

Travel Agent, 2 West 46 Street, New York, New York 10036.

TRADE GUIDES

ABC Guide to International Travel, Oldhill London Road, Dunstable, England.

ABC Shipping Guide, 40 Bowling Green Lane, London EC1 England.

ABC World Airways Guide, Oldhill London Road, Dunstable, LU6 3EB England.

Cook's International Timetable, 45 Berkeley Street, London W1A, 1#B, England.

Cruises and Tours Everywhere, 250 West 57 Street, New York, New York 10019.

Ford's International Cruise Guide, Box 505, Woodland Hills, California 91364.

Hotel and Motel Redbook, 888 7th Avenue, New York, New York 10019.

Hotel and Travel Index, One Park Avenue, New York, New York 10016.

Leahy's Hotel-Motel Guide and Travel Atlas, 226 West Ontario Street, Chicago, Illinois 60610.

OAG Worldwide Tour Guide, 2000 Clearwater Drive, Oak Brooke, Illinois 60521.

Official Hotel and Resort Guide, One Park Avenue, New York, New York 10016.

Official Steamship Guide, 299 Madison Avenue, New York, New York 10017.

Official Travel Planner and Hotel/Motel Guide, 2000 Clearwater Drive, Oak Brooke, Illinois 60610.

Official Railway Guide, 424 West 33 Street, New York, New York 10001.

Pacific Hotel Directory and Travel Guide, 274 Brannan Street, San Francisco, California 94107.

S.T.A.R. Service, P.O. Box 17205, West Hartford, Connecticut 06117.

PERIODICALS

Asian Hotels & Tourism, 1908 Prince's Building, Hong Kong.

Pacific Travel News, 274 Brennan Street, San Francisco, California 94107.

Travel North America, One Park Avenue, New York, New York 10016.

BOOKLETS AND PAMPHLETS

Be Our Guest, Educational Institute of the American Hotel-Motel Association, 221 West 57th Street, New York, New York.

Career Briefs, Careers, Largo, Florida 33540.

Front Office Procedure, American Hotel Institute, Michigan State University, Kellogg Center, East Lansing, Michigan.

Hotel-Motel Front Office Procedures, Vocational Instructional Materials Laboratory, Lindsey Hopkins Educational Center, Miami, Florida.

Hotel and Motel Redbook, American Hotel-Motel Association, 888 7th Avenue, New York, New York 10019.

U.S. and International Directory of Hotel Restaurant Institutional Schools, Council on Hotel, Restaurant and Institutional Education, Suite 736, 1522 "K" Street, N.W., Washington, D.C. 20005.

Your Career in Hotel/Motel Sales and Marketing, Hotel Sales Management Association, 358 Fifth Avenue, New York, New York 10001.

Your Career in the Lodging Industry, Educational Institute of the American Hotel and Motel Association, Kellogg Center, Michigan State University, East Lansing, Michigan 48823.

TEXTBOOKS

Dittmer, Paul. *Accounting practice for hotels, motels, and restaurants*, ITT Educational Publishers, Indianapolis, Indiana 46206.

Dukas, Peter. *Hotel front office management and operation*, William C. Brown Co., Iowa. 1970.

Gunn, Clare A. and McIntosh, Robert W. *Motel planning and business management*, William C. Brown Co., Iowa. 1964.

Haszonics, Joseph J. *Front office operation*, ITT Educational Publishing, Indianapolis, Indiana 46206.

Hertzson, Seymour. *Hospitality industry cooperative training*, ITT Educational Publishing, Indianapolis, Indiana 46206.

Kalt, Nathan. *Introduction to the hospitality industry*, ITT Educational Publishing, Indianapolis, Indiana 46206.

Lattin, Gerald W. *Careers in hotels and restaurants*, Henry Z. Walck, Inc., New York, New York. 1967.

_____. *Modern hotel and motel management*, W.H. Freeman and Company, San Francisco. 11968.

Laver, James. *Age of illusion*, McKay Publishing Company, New York. 1972.

Lundberg, Donald E. *The hotel and restaurant business*, Cahners Publishing Company, Inc., Massachusetts. 1974.

McDonnell, Virginia B. *Careers in hotel management*, Simon and Schuster, Inc., New York. 1971.

Podd, George and Lesure, John D. *Planning and operating motels and motor hotels*. Ahrens Book Co., Inc., New York 1964.

Sonnabend, Roger. *Your future in hotel management*, Richards Rosen Press, Inc., New York. 1969.

Vallen, Jerome J. *Art and science of modern innkeeping*, Ahrens Publishing Company, New Jersey. 1968.

Witzky, Herbert K. *Modern hotel-motel management methods*, Ahrens Book Company, New York. 1964.

TRAVEL FILMS

Association-Sterling Films, 866 Third Avenue, New York, New York 10022.

KLM Royal Dutch Airlines, 609 Fifth Avenue, New York, New York 10017.

Modern Talking Picture Service, 2323 New Hyde Park, New York, New York 10040.

Railroad Film Directory, Association of American Railroads, Office of Information and Public Affairs, 1920 L Street, N.W., Washington, D.C. 20036.

FILMSTRIPS

The Bellman - The 10-Minute Ambassador, Thompson-Mitchell and Associates, 2996 Grandview Ave., N.E., Roberts Building, Atlanta, Georgia 30305.

The Room Clerk - "I Like People," Thompson-Mitchell and Associates, 2996 Grandview Ave., N.E., Roberts Building, Atlanta, Georgia 30305.

TRADE ASSOCIATIONS

Adirondack Trailways, 19 Pinegrove Avenue, Kingston, New York 12401.

Air Traffic Conference of America, 1709 New York Avenue, N.W., Washington, D.C. 20006.

American Hotel and Motel Association, 888 Seventh Avenue, New York, New York 10019.

American Sightseeing International, 1270 Avenue of the Americas, New York, New York 10020.

American Society of Travel Agents (A.S.T.A.), 360 Lexington Avenue, New York, New York 10017.

American Youth Hostels, Inc., National Campus, Delaplane, Virginia 22025.

Association of Bank Travel Bureaus, Inc., c/o James J. Glover, Indianapolis, Indiana 46240.

Association of Group Travel Executives, Inc. (A.G.T.E.), c/o New Dimension, 320 East 58 Street, New York, New York 10022.

Association of Internationale of Skal Clubs (A.I.S.C.), 1000 Brussels, Centre International Rogier 14 Passage International.

Association of Incentive Travel Organizations, c/o Republic Travel Service, 312 Stuart Street, Boxton, Massachusetts 02115.

Association of Local Transport Airlines (A.L.T.A.), 1801 K Street, N.W., Washington, D.C. 20006.

Association of Retail Travel Agents (A.R.T.A.), 8 Maple Street, Croton-on-Hudson, New York.

Avis Rent-A-Car, World Headquarters, P.O. Box 201, Garden City, New York 11530.

Caribbean Hotel Association, 1120 Ashford Avenue, Santurce, Puerto Rico 00907.

Club Managers Association of America, 5530 Wisconsin Avenue, Washington, D.C. 20005. Horace Duncan, Exec. Director.

Council on Hotel, Restaurant and Institutional Education, Suite 736, 1522 "K" Street, N.W., Washington, D.C. 20005.

Discover America Travel Organizations, Inc., 1100 Connecticut Avenue, N.W., Washington, D.C. 20036.

Eastern Caribbean Travel Association, 40 E. 49 Street, New York, New York 10017.

Educational Institute American Hotel and Motel Association, 77 Kellogg Center, East Lansing, Michigan 48823.

Grand Order of European Tour Operators, Annecy, France, 3bis, Bd, du Lycee Pierval.

Gray Line Sightseeing Companies Associated, Inc., 7 W. 51 Street, New York, New York 10019.

Greyhound Lines Inc. 601 Eighth Avenue, New York, New York 10018.

Hertz System Inc., 660 Madison Avenue, New York, New York 10021.

Hotel Sales Management Association International, 358 Fifth Avenue, New York, New York 10001, Suite 1407.

Inter-American Travel Congresses (O.A.S.), Washington, D.C.

International Air Transport Association (I.A.T.A.), 1155 Mansfield Street, Montreal 113, Quebec

International Association of Tour Managers, 3 Golden Square, London, WIR 3AD England.

International Chefs Association, Inc., 121 West 45th Street, New York, New York 10036.

International Hotel Ass'n, 89 Faubourg Saint Honore, Paris F-75008, France.

International Passenger Ship Association, 17 Battery Place, New York, New York 10004.

International Union of Official Travel Organizations, CH-1218 Geneva 20, Switzerland.

National Air Carrier Ass'n, Inc., 1730 M Street, N.W., Suite 710, Washington, D.C. 20036.

National Car Rental System, Minneapolis, Minnesota and 859 Albany-Shaker Road, Latham, New York 12210.

National Executive Housekeepers Association, Business and Professional Building, Second Avenue, Gallipolis, Ohio 45631.

National Railroad Passenger Corporation, 955 L'Enfant Plaza, S.W., Washington, D.C. 20024.

National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

National Tour Brokers Association, 201 West 41 Street, New York, New York 10036.

Pacific Area Travel Association (P.A.T.A.), 228 Grant Avenue, San Francisco, California 94108.

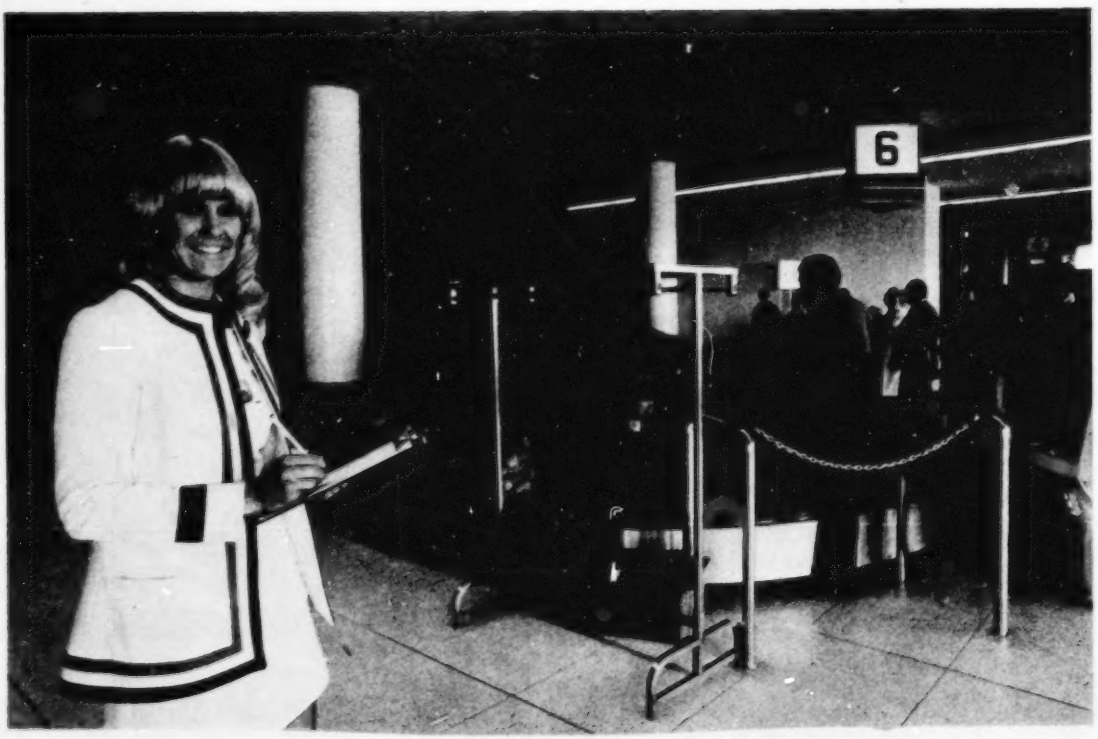
Society of American Travel Writers, 1146 16 Street, Washington, D.C. 20036.

South American Travel Organization, 1699 Coral Way, Miami, Florida 33145.

Southern Travel Directors Council, 235 Peachtree Street, N.E., Atlanta, Georgia 30303.

Trans-Pacific Passenger Conference, 311 California Street, San Francisco, California 94104.

World Association of Travel Agencies (W.A.T.A.), 37 Quai Wilson, Geneva, Switzerland.



The airlines otter many interesting jobs.